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U. S. DEPARTMENT OF LABOR
JAMES J. DAVIS, Secretary
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THE WORKING CHILDREN OF BOSTON

A STUDY OF CHILD LABOR UNDER A MODERN SYSTEM OF LEGAL REGULATION

By

HELEN SUMNER WOODBURY, Ph. D.

Bureau Publication No. 89

WASHINGTON
GOVERNMENT PRINTING OFFICE
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LETTER OF TRANSMITTAL.

United States Department of Labor,
Children's Bureau,
Washington, May 31, 1921.

Sir: I transmit herewith a study of the employment of children under 16 years of age in Boston, Mass., which is designed to show the conditions under which these young workers are employed in a typical city of diversified industries and a considerable volume of trade where their labor is regulated by advanced modern legislation.

The material for this report was secured under the direction of Mrs. Helen Sumner Woodbury, who has written the report. The statistical treatment of the material was planned by Dr. Robert M. Woodbury. The appendixes dealing with individual cases of child workers and with special home permits were prepared by Miss Ella Arvilla Merritt.

Respectfully submitted.

Julia C. Lathrop, *Chief.*

Hon. James J. Davis,
Secretary of Labor.

PREFACE.

The purpose of this study was to ascertain the amount, character, conditions, and effects of employment of children under 16 years of age in an American city of diversified industries and a considerable volume of trade, and in a State having comparatively advanced child-labor legislation. The problems of child labor, it was believed, are not confined to backward communities or to backward industries but arise wherever the work of undeveloped young persons is used primarily for profit instead of primarily for training. Conditions under which children work to-day in a city like Boston differ widely from those under which they worked in England, when, in 1819, the first factory act forbade their employment under 9 years of age and limited the hours of those between 9 and 16 to 12 a day—an act which, by the way, was never enforced. Nevertheless, for the child laborers of the United States at the present time, as for those of England when Lord Shaftesbury began his agitation in their behalf, the questions to be asked are:

(1) Is the child worker able to grow into adult life with his health and physical vigor unimpaired?

(2) Does he receive training adapted to make him, when an adult, an efficient workman?

(3) Does he receive an education adequate to make him a good citizen?

In the days before the English factory acts these questions were all answered definitely in the negative. More recently they have been answered in the negative by many studies of the labor of children in this country, from the early Massachusetts inquiries to those which led to the 19-volume report on Condition of Woman and Child Wage Earners.[1] But each year legislation regulating child labor has tended to become more voluminous; child labor codes have been enacted and uniform child-labor laws have been proposed and passed, in part at least, by a considerable number of States. The public conscience has approved a 14-year minimum age and the requirement of employment certificates until 16 years of age, with compulsory school attendance up to 14 and between 14 and 16 if a child is not employed. Nevertheless, until the questions asked above can be answered absolutely in the affirmative it is impossible to settle back in the complacent belief that the child-labor problem has been solved. Under each more advanced form of regulation, therefore,

[1] Condition of Woman and Child Wage Earners in the United States. U. S. Bureau of Labor. 1910–1913.

these questions as to the effects of child labor on health, industrial efficiency, and good citizenship must be raised anew.

A study which would furnish the evidence necessary for definitely affirmative answers to these three questions would involve a thorough inquiry into the lives of a large number of young persons who had been child laborers. The present study does not pretend either to the breadth or to the depth necessary to furnish such answers. But in the past the gathering together of the more easily ascertainable facts has sufficed to furnish negative answers. Information on a special phase of the subject which may be inconclusive or which may even seem to point toward an affirmative answer usually indicates also that further study of that phase is needed. It is hoped, therefore, that this study, even though it does not involve so thorough an inquiry into the physical and mental effects of employment at an early age as would be desirable, may contribute information which will assist in forming a judgment as to the sufficiency of the more advanced types of child-labor legislation.

Boston was chosen for the study because, in addition to having industrial conditions fairly typical of those in other large American cities, it had legal regulations of child labor as stringent as any which are common in this country, a good system of records of its working children, and, in its continuation school, the beginnings, at least, of an attempt to apply the most modern methods to the problems of the child in industry. At the time of this study, however, the continuation school was new and its methods were frankly experimental. Therefore, although the records of this school were used and formed a valuable source of information in regard to its pupils, no attempt was made to study either its methods or their results.

The one possible objection to the selection of Boston was that the city proper is not a complete industrial unit. The bridges and tunnels connecting Boston with the neighboring cities to the north and northeast—Cambridge, Somerville, and Chelsea—have served to link the four cities together industrially as they are not linked politically. In order to make as intensive a study as seemed desirable it was necessary, however, to select a smaller number of children than were at work in all four of these cities. It was therefore determined to secure and tabulate all the information in the employment-certificate records of the four cities, but to confine the intensive study to the children enrolled in the Boston continuation school—all of whom had taken out certificates for work in Boston, although some of them lived in the suburbs.

THE WORKING CHILDREN OF BOSTON.

SOURCES OF INFORMATION.

The four chief sources of information in regard to these child workers were:

(1) The employment-certificate records of Boston, Cambridge, Somerville, and Chelsea.

(2) The Boston continuation-school records.

(3) Schedules taken in interviews by agents of the bureau with a group of children attending the Boston continuation school.

(4) Replies to a questionnaire sent out in December, 1918, to the children who had been interviewed.

The child-labor law, which became effective in Massachusetts in September, 1913, required that no child between 14 and 16 years of age should be employed or "permitted to work in, about, or in connection with any factory, workshop, manufacturing, mechanical, or mercantile establishment" without having secured an employment certificate.[1] If any machinery whatever was used, the establishment was either a factory or a mechanical establishment. The term "workshop" covered many other places, and a "mercantile establishment" was defined as any place where merchandise or goods were sold, including restaurants and hotels.[2]

The employment of a child under 14 was prohibited not only in any one of these establishments, but also in any—

> barber shop, bootblack stand or establishment, public stable, garage, brick or lumber yard, telephone exchange, telegraph or messenger office, or in the construction or repair of buildings, or in any contract or wage-earning industry carried on in tenement or other houses.[3]

So far as employment during school hours is concerned, the requirement of an employment certificate for children between 14 and 16 years of age was at the time of this study even more far reaching than the prohibition of employment under 14, for the compulsory-education law provided that children under 16 should not remain out of school unless they had such certificates and were regularly employed at least six hours a day, or unless they had the written permission of the

[1] Acts of 1909, ch. 514, sec. 57, as amended by acts of 1913, ch. 779, sec. 15.

[2] Acts of 1909, ch. 514, sec. 17, as amended by acts of 1912, ch. 191.

[3] Acts of 1913, ch. 831, sec. 1, amending acts of 1909, ch. 514, sec. 56.

superintendent of schools "to engage in profitable employment at home."[4] This written permission was in the form of a "special home permit," and the holder of such a permit was expected to show, not only before securing it, but also at intervals thereafter, that he or she was actually remaining at home to assist his or her parents and was not employed in any of the industries for which an employment certificate was required. This "special home permit" was similar in general form to an employment certificate.

The law, it is evident, provided adequate guaranties against the gainful employment during school hours of children under 16 years of age who had not procured employment certificates; and the positions in which their employment outside school hours was permitted without certificates were limited in number and difficult to secure, with one single exception specifically made in the law itself. For the law provided that children under 16 years of age employed in mercantile establishments from 7 a. m. to 6 p. m. on Saturdays only were not obliged to have certificates.[5]

Employment certificates were issued by local school authorities, were made out to the individual employer, and had to be returned to the issuing office within two days after the child had left the position or had been discharged.[6] When the child found a new position, therefore, he had to come back for another certificate for the new employer. Each certificate was made out in duplicate and the carbon copy was kept at the issuing office.

This law went into effect on September 1, 1913, and under it all children employed in the State were obliged to obtain new certificates, even those who already held employment certificates issued under the former law. Since that date, therefore, a certain amount of information, not only in regard to children going to work, but also in regard to their industrial careers after they went to work, has been available in offices of the local school authorities in all Massachusetts towns and cities.

The probability that these records were complete up to the child's sixteenth year was increased, moreover, by the provision requiring children from 16 to 21, as well as those from 14 to 16, to have certificates. The older children were required to have educational certificates, which were of two kinds, orange colored, or "gold," certificates for those who could read and write the English language, and gray certificates for illiterates—that is, for young persons who were unable to pass a fourth-grade educational test and who were therefore obliged, in all places where evening schools had been established, to attend a public day or evening school. Massachusetts is the only

[4] Revised Laws 1902, ch. 44, sec. 1, as amended by acts of 1913, ch. 779, sec. 1, and by acts of 1915 ch. 81, sec. 1.

[5] Acts of 1909, ch. 514, sec. 57, as amended by acts of 1913, ch. 779, sec. 15.

[6] Acts of 1909, ch. 514, secs. 57 and 60, both as amended by acts of 1913, ch. 779.

State in the Union which attempts to exercise any direct supervision over all working minors regardless of age.[7]

When this study was made, therefore, it was possible to secure a certain minimum amount of information in regard to all working children in the four cities—Boston, Cambridge, Somerville, and Chelsea—which seemed together to constitute an urban industrial unit. In order to obtain a representative group of children going to work between 14 and 16 years of age, it was decided to obtain the records of all children who became 14 at any time during the year which ended on September 1, 1914, and who went to work before September 1, 1916. These children, therefore, could not have held certificates before the new law went into effect. At the same time they were all 16 years of age or over by September 1, 1916, and it was possible at that time to secure their complete industrial histories, in the meager outlines furnished by the employment certificate records, from the dates on which they first went to work to their sixteenth birthdays.

Accordingly, complete employment certificate records were secured and tabulated for all children who became 14 during the year ended September 1, 1914—that is, of all children born between September 1, 1899, and August 31, 1900—and who went to work at any time before their sixteenth birthdays in any one of the four cities—Boston, Cambridge, Somerville, or Chelsea. These children, of whom there were 5,692, are believed to be in all respects typical of the children going to work in this urban industrial area. The facts secured cover sex, age at going to work, evidence of age produced, birthplace, grade completed, and the occupation in each position for which a certificate was secured.

More details, however, are given in the records of the Boston continuation school than in those of the certificate office, and these records were accordingly used to supplement the certificate data for as many children as possible. Unfortunately, continuation-school attendance was compulsory, at the time of this study, only in Boston,[8] and even there, during the early part of the period, it was a new

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[7] Acts of 1909, ch. 514, sec. 66, as amended by acts of 1913, ch. 779, sec. 23. The section of the law relating to educational certificates for children from 16 to 21, though it did not exempt children employed in mercantile establishments on Saturdays, was not as broad in its application as the section relating to employment certificates. This was in part because, though the list of establishments was the same, the words "permitted to work in, about, or in connection with" were omitted, and in part because, as these children were not required to attend any school whatever unless they were illiterate, and then only an evening school, the provisions of the educational certificate section were not reinforced by the compulsory-education law. The certificate system for children from 16 to 21 did not, in fact, cover all occupations, nor did it cover children who might be remaining at home. According to rulings of the State board of labor and industries, educational certificates were not required in the following establishments: Banks, express companies, insurance companies, telegraph and telephone messenger companies, bowling alleys, bootblack stands, pool rooms, and regular fire-department stations. Helpers on peddlers' wagons and laborers with pick and shovel were also exempt.

[8] A law enacted in 1919 makes the establishment of continuation schools compulsory in all cities or towns in which 200 or more minors are regularly employed by authority of employment certificates or have permits. Acts of 1919, ch. 311, sec. 1.

requirement. As a result, none of the Cambridge, Somerville or Chelsea children was included in the continuation-school records, and not all the 4,401 Boston children. One reason for the omission of Boston children was that enrollment in the continuation school was not begun until January, 1914, and before that date 88 children who belonged in the selected group had escaped registration. A much larger number for whom continuation-school records could not be found, 589 in all, were children who had worked only during vacations; and 57 others were not enrolled because they were nearly 16 years of age when they took out their certificates. Although attendance at continuation school was compulsory for all employed children under 16 years of age, the school facilities were for some time inadequate, and therefore those children who were nearly 16, and so would be able to leave the school before they had derived much benefit from attendance, were not enrolled. Continuation-school records, on the other hand, were found for 268 children who, according to the dates of beginning and leaving positions, never actually worked during school term and who, therefore, were presumably vacation workers. But as no such records had been taken for the other 589 vacation workers, these 268 children were excluded from the continuation-school series of tables. These tables represent, therefore, as nearly as the data available permit, conditions among children who had actually left school to go to work.[9]

In spite of these omissions, continuation-school records were used for 3,399 of the 4,401 Boston children for whom employment certificate records had been secured. The eliminations mentioned in the preceding paragraph tend to reduce the number of children approaching 16 when they first went to work, so that the tables based on the continuation-school records represent a group of children who began their industrial careers at a somewhat younger age than the group included in the certificate record tables. At the same time, as all the vacation workers were omitted, they represent only children who had actually left school to go to work. In other respects the Boston children included in these tables are believed to be fairly typical of the whole group.

The additional facts secured from the continuation-school records related to working status of father and mother, age at leaving school and reason for leaving, method of securing and reason for leaving each position, and years in the United States of foreign-born children.

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[9] The certificate series for Boston alone contains 4,401 children and the continuation-school series 3,399 children. The following statement summarizes the reasons for omission of the remaining 1,002 children.

Vacation workers for whom no continuation-school records were taken	589
Vacation workers for whom continuation-school records were taken	268
Children who escaped registration before the continuation school was opened	88
Children who were nearly 16 when they began work, and for whom, therefore, no continuation-school records were taken	57
Total	1,002

Not all the information desired could be secured from existing records. Agents of the bureau, therefore, interviewed children in the continuation school and in this way secured much additional information in regard to 823 children, nearly all of whom were included in the group for which both certificate and continuation-school records were used. These interviews furnished much more accurate information as to unemployment and as to the time during which each child remained in each different position than did the certificate-office or continuation-school records. The certificate showed only the date when it was returned by the employer, which was frequently some time after the child had stopped work, and the continuation-school record was not made until the child returned for a new certificate. The interviews also furnished information as to the nationality of the parents, unemployment, time out on account of sickness, and the wages, hours, and character of work in each position, including positions held both before and after leaving school for which no certificates had been procured. In other words, they gave a fairly complete picture of the industrial careers of these 823 Boston children up to the date of the interview, but not, as did the certificate and continuation-school records, up to the age of 16.

The group of children interviewed, like that of children for whom continuation-school records were secured, consisted entirely of regular workers. Moreover, it contained an even larger proportion of children who had gone to work before they became 15 than did the group for whom continuation-school records were used. But the sample group of children interviewed was selected practically at random, so that with these two exceptions the 823 children in this special group seem to be fairly representative of the working children of Boston.

Nevertheless, in order to detect, so far as possible, any bias in either the larger or the smaller sample—the 3,399 children for whom continuation-school records were used or the 823 who were interviewed—a series of tables was prepared comparing, in as many respects as appeared to be both possible and desirable, the 4,401 Boston records and the 5,692 certificate records for the four cities combined with these two sources of information. These comparative tables assist in checking conclusions derived from both samples.

Still another series of tables is based on the 4,401 certificate records for Boston alone and compares the children who worked only during school vacations with those who actually left school to go to work before becoming 16. As has been seen, 857 vacation workers in Boston are included in the tables based on the certificate records, but are excluded from those based on the continuation-school records. These vacation workers were for the most part children who held certificates only between June 1 and October

1 or for a few days during the Christmas or Easter vacations; in addition, a few children are included who worked only before or after school hours and whose certificates were labeled "Not discharged from school."

A final series of tables was based on answers from 328 children to questionnaires sent out in December, 1918, to the 823 children who were interviewed in the continuation school asking them for information as to their occupations, wages, and hours at that time; that is, three years after the date of the interview and at a time when war production was little, if any, below its highest level. Of these 823 questionnaires 16 came back without description of the positions the children were holding, 92 were returned by the post office showing that the children could not be located, and 387 were never returned.

In addition a special study was made of the child-labor laws of Massachusetts and of their administration in Boston and its neighboring cities. This study was similar in character to the studies already published of the administration of employment-certificate laws in Connecticut, New York, Maryland, and Wisconsin.[10] But in this report it is connected with statistics as to the number of violations of certain sections of the law, especially those relating to certification and to hours of labor. Although these statistics must necessarily underestimate the number of violations, as they are based on the histories of children who, at the time of the interview, were legally employed on certificates, they are for that reason all the more significant.

Two other sources were used for supplementary information, but the groups of children included in these subsidiary studies were not the same as the group which furnished the basis for the main investigation—those who became 14 during the year ended September 1, 1914. These sources were as follows:

1. Interviews by agents of the bureau with 118 children who held the "special home permits" above mentioned, especially to determine what use was made of such permits and in how many cases the children holding them were gainfully employed. The results of this study are summarized in the appendix.[11] These children all belonged to the same age group as those whose employment-certificate records had been copied.

2. The records of the certificate office in Boston as to employment certificates granted to children under 16 years of age from September 1, 1914, to August 31, 1918, the four years which represent roughly the period of the World War. Tables showing the principal facts available in these records are given in the introductory summary to this report.

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[10] Children's Bureau Publications Nos. 12, 17, 41, and 85.

[11] See Appendix, pp. 364 to 365.

OBTAINING EMPLOYMENT CERTIFICATES.

All the children included in this study were obliged, as already stated, to obtain permission to work, in the form of an employment certificate, from the local school authorities. In Boston these certificates were obtained from an office on the second floor of a building on Tremont Street near Boylston, close to the heart of the business section. In Cambridge, Somerville, and Chelsea they were obtained from the offices of the superintendents of schools of those cities. All these offices were centrally located. In none of the four cities were any printed instructions issued as to how to secure certificates. This kind of information is said to spread like wildfire among school children. Nevertheless, many a child had to visit the office more than once before he finally produced the four documents—(1) evidence of his age, (2) a school record, (3) a promise of employment signed by an employer or by his authorized representative, and (4) a physician's certificate of health—which entitled him to his entrance card to the industrial world.[12]

As for evidence of age,[13] if the child did not bring a birth or baptismal certificate, a transcript of such certificate, or a passport, he was sent away with instructions as to where and how to apply for a birth certificate. In Boston, if a child stated that he had been born in the city, he was sent to the registry department, from which he returned either with a statement of his age or with a statement that his birth was not recorded. If born outside Boston, he had to produce at the office evidence, usually a registry receipt for his letter, that he had actually attempted to secure a transcript of his birth record. In such a case he was told to go back to school until he had received a reply to his letter or until sufficient time had elapsed for a reply. If no reply was received within a reasonable time, other documentary evidence was accepted, or if he could produce no satisfactory documentary evidence, he was required to secure a physician's certificate of age. This was obtained from the physician appointed by the school committee to give physical examinations to applicants for certificates. A child born in Boston who could not obtain a birth certificate had to follow the same procedure as to securing other documentary evidence or a physician's certificate of age.

Until the beginning of the World War the procedure was the same for foreign-born as for native children, but the war interrupted or

[12] 1909, ch. 514, sec. 58, as amended by 1913, ch. 779, sec. 16.

[13] See pp. 295–297.

delayed communications to such an extent that most foreign-born children could no longer be asked to send abroad for evidence of age.

In order to obtain an employment certificate a child was obliged, in the words of the law, to—

possess such ability to read, write, and spell in the English language as is required for the completion of the fourth grade of the public schools of the city or town in which he resides.[14]

Usually he had to bring evidence of such ability in the form of a school record, the contents of which were specified in the law. The law did not require completion of any other fourth-grade study than reading, writing, and spelling in English; superintendents and teachers were not absolutely required to state on the school record the advancement of the child in other subjects, though a blank was provided for that purpose—and, in fact, they occasionally gave school records to children who had not completed successfully other fourth-grade studies.

The law provided that school records should not be issued or accepted unless the child not only possessed these educational qualifications but also had regularly attended the public schools or other lawfully approved schools for not less than 130 days after becoming 13 years of age.[15] But in practice a principal did not refuse a school record merely because the child had not attended his school the requisite number of days, for the child might have attended some other school and hence might be able to produce at the certificate office another record showing enough days' attendance to make up the shortage. In all such cases, therefore, the responsibility for seeing that the child had attended school the requisite number of days after his thirteenth birthday rested solely on the certificate-issuing officer.

If a child could not prove the requisite number of days' attendance, or if for some reason he could not obtain a school record from the principal or teacher of the school last attended, the law permitted the issuing officer to waive this requirement.[15] But the child had to produce satisfactory evidence of completion of the English studies of the fourth grade, and, as no literacy test was given in the certificate office, some kind of school document was often accepted as such evidence. For example, if the school last attended was in some other State than Massachusetts, the child was asked to bring a report or promotion card or any other documentary evidence he might have of his attendance and grade standing in that school. If he could produce satisfactory evidence that he had completed the fourth grade,

[14] Revised Laws, 1902, ch. 44, sec. 1, as amended by Acts of 1913, ch. 779, sec. 1, and by Acts of 1915, ch. 81, sec. 1. Since the period of this study the educational requirement for employment under 16 years of age in Massachusetts has been raised to completion of the sixth grade. Acts of 1921, ch. 463.

[15] Acts of 1909, ch. 514, sec. 59, as amended by Acts of 1913, ch. 779, sec. 17, and by Acts of 1914, ch. 580.

the requirement of a school record in the precise form specified in the law, and with it the requirement of 130 days' school attendance since the thirteenth birthday, was waived. If he could not produce such evidence, or if the validity of the evidence offered was doubtful, the issuing officer refused to waive the requirement of a school record, and the child was obliged to go back to school. This occurred also when the issuing officer, though the child was able to prove completion of the fourth grade, did not believe that the work in the school attended was equivalent to the fourth-grade work required by law.[17]

At the time of this study one school in Boston had an "employment class" attended by about 30 girls, principally Italian, ranging from 14 to nearly 16 years of age. The object of this class was to give special instruction in reading, writing, and spelling to children whose progress in these subjects had been so slow that they had been unable, on becoming 14, to obtain employment certificates. Only children who had attended school in Boston for at least two years were admitted, and each case was carefully investigated to see that home conditions actually necessitated the employment of the child as soon as possible. It was stated that children from this class did not receive their school records until their standard of education in the three subjects studied was practically the same as that of children who had regularly completed the fourth grade.

The law also provided that a school record showing seven or more years of attendance at school might be accepted regardless of the degree of education attained, provided the child, in the opinion of the superintendent of schools, was mentally incapable of acquiring the prescribed educational qualifications. The superintendent of schools was also empowered to suspend the educational requirements " in any case when, in his opinion, the interests of the child will best be served by such suspension." [18] But these two exemptions were rarely, if ever, used in any of the four cities studied.

The promise of employment which the child had to bring was a card filled out by the employer bearing the name of the child, the name and address of the employer, the nature of the occupation to which the child was to be assigned, the number of hours during which he was to be regularly employed—which were required by law to be not more than eight and, if he was to be excused from school, not less than six—and the signature of the employer or his authorized manager or superintendent. These blank cards were widely distributed among employers, but if an employer did not have one the child

[17] In one case, for example, a girl who had been in a French school in Montreal applied for a certificate in Boston, and the issuing officer refused to waive the requirement of a school record on the ground that the report brought from the French school did not show that she had completed work in English equivalent to fourth-grade work in a Boston school.

[18] Acts of 1909, ch. 514, sec. 59, as amended by Acts of 1913, ch. 779, sec. 17, and by Acts of 1914, ch. 580.

could procure it from his school or from the certificate office and take it to the employer to be filled out. If a child brought to the certificate office a promise of employment for an occupation prohibited to children under 16 years of age by the sections of the law relating to dangerous occupations, he was told that he must secure another position.

When a child had satisfied the requirements as to evidence of age, educational attainments, and the promise of a position, he was given a blank physical examination form, which, together with his promise of employment, on the back of which was the blank form for the physician's certificate of health, he took to the office of the physician appointed by the school committee to examine children applying for certificates. The certificate of health, according to law, might be signed by a school or family physician; and occasionally a child appeared at the certificate office with the signature of such a physician already on the back of his promise of employment. But this rarely happened, for the family doctor had to be paid for his services while the school physician referred the child to the issuing office, where the doctor appointed for that purpose gave free examinations.

The physical examination, in which the physician was assisted by a nurse, was supposed to be for the particular occupation specified in the promise of employment, but in reality little distinction was made between occupations.[19] A child who had a heart lesion, however, was not given a certificate for an active or laborious occupation; for instance, for work as cash girl. If the physician did not consider the child physically fitted for the occupation specified, he refused to sign the certificate of health until lighter work was found, and if he did not consider the child able to engage in any occupation whatever he withheld the certificate entirely. But only children who were in extremely bad physical condition—for example, who were demonstrably tubercular—were refused health certificates. Such a certificate was temporarily held up, however, if the child had not been vaccinated or had evidence of a communicable disease. In addition, children were frequently advised to secure treatment for minor defects, such as defective teeth or eyes.

When a child had secured the physician's signature on his certificate of health he took it to the issuing officer, who made out and gave him his employment certificate to take to his employer. This certificate contained the name and address of the child, the name and address of the employer, the nature of the employment, the date and place of birth, and the age of the child at the time of the issuance of the certificate, the school last attended, the grade completed, the

[19] Since the date of this study special efforts have been made to raise the physical standards for an employment certificate.

sex, the color of hair and eyes, and the nature of the evidence of age accepted. The space for "distinguishing facial marks" was usually left vacant. The blank space for the factory number was filled out later by the employer in large establishments where employees were given numbers. The child himself signed the certificate and it was signed also by the issuing officer.

The back of the certificate bore instructions to the effect that it did not permit the employment of the child by anyone except the employer named, that the child must either be regularly employed or be in school, and that the certificate must be returned by the employer to the office of the superintendent of schools within two days after the child's employment had terminated, on penalty of a fine of from $10 to $100. It contained also a blank form for the signature of the parent or guardian in approval of the issuance of the certificate. This was for use when the issuing officer deemed such approval desirable, which was rarely the case. Furthermore, it gave a statement of the exact date when the child would become 16 years of age and should exchange his employment certificate for an educational certificate.

A child who wished to be employed only during vacation or outside school hours had to fulfill the same requirements [20] as one who wished to leave school to go to work, except that his promise of employment did not have to show that he would be employed at least six hours a day, as did that of the child who was being excused from school attendance. His certificate was stamped "Not discharged from school."

When a child who had already held one or more certificates wished one for another employer he had only to secure a new promise of employment and a new physician's certificate of health. In Boston, if the child had been examined recently and appeared to be in good physical condition, the physician merely looked up his record and, if it showed no serious defects, signed the form on the back of his new promise of employment without making another physical examination. If the child appeared to be in bad physical condition or if the previous record showed any defect which would influence the physician in determining the occupation in which the child might engage, he made another examination. The new employment certificate was not issued until after the previous one had been returned to the issuing office.

In addition to securing an employment certificate the child under 16 years of age who went to work in Massachusetts was obliged to

[20] An amendment to the labor law passed in 1916 and effective in the summer vacation of that year, that is, during the last two and one-half months of the period within which the children included in the certificate series of tables could have taken out certificates, waived the educational requirement of completion of the fourth grade for children employed during the summer vacation only. None of the children included in the continuation school or interviewed groups would have been affected by this amendment.

submit to regulations concerning the occupations he might enter and the hours he might work. He was prohibited from engaging in any of a long list of occupations—a list which the State board of labor and industries might extend, after hearings, to cover any occupation deemed by it to be sufficiently dangerous or injurious "to the health or morals of minors under 16 years of age to justify their exclusion."[21] He was permitted to work only eight hours a day and six days a week. He might not be employed in night work, that is, before 6.30 in the morning or after 6 in the evening.[22] And wherever, as in Boston, the school committee had established a continuation school and made attendance compulsory he was obliged to attend for at least four hours a week, between 8 in the morning and 6 in the afternoon of a working day. The time spent in continuation school had to be counted as part of his working hours.[23] In other words, no child was permitted by law to spend in work and school attendance combined more than eight hours a day.

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[21] Acts of 1913, ch. 831, secs. 2–4.
[22] Acts of 1913, ch. 831, sec. 3.
[23] Acts of 1913, ch. 805, sec. 1.

INTRODUCTORY SUMMARY.

The problem of child labor in Boston, Cambridge, Somerville, and Chelsea is numerically an important one. Of the estimated number of children in these four cities who became 14 years of age during the year ended September 1, 1914, over one-third, 35.2 per cent, or 5,692 children, took out employment certificates for gainful labor before their sixteenth birthdays. The great majority, 4,401, went to work in Boston. Furthermore, Table A, which is based on the records of the Boston certificate office, shows that the number of children going to work in that city increased rapidly from September 1, 1914, to September 1, 1918. During the year which ended on August 31, 1915, 3,342 original certificates were issued in Boston—that is, 3,342 children who had never before held certificates took them out. The next year this number nearly doubled, and in the period from September 1, 1917, to August 31, 1918, the number of children taking out their first certificates was 8,760.[1]

TABLE A.—*Sex of child, by year of issue; first and all employment certificates issued in Boston.*

Year of issue and kind of certificate.	Employment certificates issued to—				
	All children.	Boys.		Girls.	
		Number.	Per cent.	Number.	Per cent.
FIRST OR ORIGINAL CERTIFICATES.					
Sept. 1, 1914–Aug. 31, 1915	3,342	(1)	.....	(1)	.....
Sept. 1, 1915–Aug. 31, 1916	6,653	4,145	62.3	2,508	37.7
Sept. 1, 1916–Aug. 31, 1917	7,017	4,224	60.2	2,793	39.8
Sept. 1, 1917–Aug. 31, 1918	8,760	4,994	57.0	3,766	43.0
ALL CERTIFICATES (FIRST AND SUBSEQUENT).					
Sept. 1, 1914–Aug. 31, 1915	6,412	3,586	55.9	2,826	44.1
Sept. 1, 1915–Aug. 31, 1916	12,043	7,219	59.9	4,824	40.1
Sept. 1, 1916–Aug. 31, 1917	16,805	10,262	61.1	6,543	38.9
Sept. 1, 1917–Aug. 31, 1918	20,683	11,699	56.6	8,984	43.4

[1] No figures available for sex of children to whom first employment certificates were issued in Boston in 1914.

Some children who take out employment certificates, of course, do not leave school, but work only during vacations or out of school hours. Nevertheless, nearly three-tenths, 28.9 per cent, of all children of the age group considered who lived in Boston at the time of

[1] During the next year this number fell to 6,781, and during the year which ended August 31, 1920, to 6,530.

this study became regular workers—that is, left school for work—before their sixteenth birthdays. About four-fifths, 80.5 per cent, of the children who took out certificates in that city appear to have definitely left school for industry.

Nativity and fathers' nationality.—A decidedly larger proportion of the foreign-born than of the native children—not far from three-fifths, 58.3 per cent, of the foreign born, but less than one-third, 32.3 per cent, of the native children—living in the four cities took out employment certificates. Approximately four-fifths, 81.6 per cent, of the children who took out certificates were native born. Russia and Italy furnished considerably larger numbers of foreign-born children than did any other country; only a very few children were born in Ireland.

The foreign-born children who took out certificates more generally became regular, as distinguished from vacation, workers than did the native children. Not far from twice as large a proportion of all the foreign-born as of all the native children living in Boston—nearly one-half, 47.7 per cent, of the foreign born but little over one-fourth, 26.4 per cent, of the native children—became regular workers. Of the children who took out certificates in Boston the foreign born constituted 18.8 per cent of the regular workers and only 14.5 per cent of the children who worked only during vacation or out of school hours. Italian children furnished a particularly large proportion, 7.4 per cent, of the regular workers as compared with their proportion, only 2.7 per cent, of the vacation workers.

Although only about 2 out of every 10 working children were themselves foreign born, about 7 out of every 10 had foreign-born fathers. Of those interviewed, who may be considered fairly typical, 72.1 per cent were children whose fathers came from some foreign country. More than one-third, 36.1 per cent, had fathers from south and east Europe, and not far from another third, 31.3 per cent, had fathers from north and west Europe. Comparatively few, only 8.7 per cent, of the native children had Russian-Jewish fathers, but approximately one-fourth, 24.8 per cent, had Italian fathers, and not far from two-fifths, 37.7 per cent, had Irish fathers. A comparison of these proportions for father's nationality with those for the child's own nativity shows merely that the immigration of Irish families to Boston has been comparatively slight within recent years, but was heavy a few years ago; that Russian-Jewish family immigration has begun recently, but has brought large numbers; and that Italian families have been coming in large numbers over a considerable period.

Sex.—More boys than girls went to work between 14 and 16 years of age. Boys constituted three-fifths, 60.1 per cent, and girls two-fifths, 39.9 per cent, of the children of the age group studied who took out certificates in the four cities. Over two-fifths, 42.3 per cent, of

the boys, but not much more than one-fourth, 28 per cent, of the girls of this age group took out employment certificates. But within more recent years, as shown in Table A, there appears to have been a tendency, at least in Boston, for the number of girls entering industry to increase more rapidly than the number of boys.

Less difference between boys and girls in the tendency to go to work early was found among foreign-born than among native children, and also among children of foreign parentage than among those of native parentage. Not far from two-thirds, 61.7 per cent, of the foreign-born boys and considerably more than one-half, 54.9 per cent, of the foreign-born girls of the age group studied who were estimated to be living in the four cities, became wage earners before they were 16 years of age. Among the native born the corresponding proportions were about two-fifths, 39.8 per cent, for the boys and less than one-fourth, 24.7 per cent, for the girls. Of the foreign-born children who went to work nearly half, 46.6 per cent, were girls; but of the native children less than two-fifths, 38.4 per cent, were girls. Similarly, of the children interviewed whose fathers were foreign born, only a slightly lower proportion than of those who were themselves foreign born, 44.7 per cent, were girls, while of those whose fathers were native not much more than one-third, 36.8 per cent, were girls. Evidently foreign-born fathers were much more likely to send their daughters, as compared with their sons, to work at an early age than were native fathers.

In regard to the tendency to become regular or merely vacation workers, little difference was found between boys and girls. A slightly larger proportion of the girls, as compared with the boys who took out certificates in Boston, became regular workers. Owing to the difference in tendency to take out certificates of any kind, over one-third, 34.5 per cent, of all the boys but less than one-fourth, 23.2 per cent, of all the girls of the age group considered who are estimated to have lived in Boston had left school definitely for industry before they became 16.

Among the foreign-born children the tendency of girls to become regular workers was nearly as pronounced as that of boys, but among the native born a great difference was observed between the two sexes. In Boston nearly one-third, 32.7 per cent, of the native boys, but only about one-fifth, 20.2 per cent, of the native girls had left school for work before their sixteenth birthdays.

Age at going to work.—A somewhat larger proportion of children took out employment certificates within the first six months after they became of legal age to work than during any other six-month period. Not far from one-third, 31.4 per cent, of all the children of the age group studied who were given certificates in Boston, and considerably more than one-third, 35.1 per cent, of those who

became regular workers, received their first certificates when between 14 and 14½ years of age. Of all the children who took out certificates in the four cities combined, a slightly larger proportion received them during the six months preceding their sixteenth birthdays than during the six months immediately following their fourteenth birthdays; but this was due mainly to the large number of children who went to work during a school vacation before the end of which they would be 16. As these children had not left school for work before their sixteenth birthdays, they were classed in this study as vacation workers, although many of them, possibly a considerable majority, never returned to school.

The figures relating to children to whom original employment certificates were issued in Boston during the years from September 1, 1914, to August 31, 1918, given in Table B, show a somewhat different distribution by age at going to work, but a decided tendency in the later years for more children to take out certificates soon after becoming 14. In the year which ended August 31, 1915, and also in the following year, a slightly larger proportion of children took out certificates when between 15 and 15½ years of age than during any other six-month period; but during the year which ended on August 31, 1917, practically one-third, 33 per cent, of all the children taking out their first certificates were between 14 and 14½, and in the next year this proportion rose to 37.2 per cent. These figures, however, like those for the children of the age group studied who took out certificates in the four cities, relate both to children who were going to work only during a vacation and to those who were leaving school permanently for industry.

TABLE B.—*Age of child and year of issue; first employment certificates issued in Boston.*

Year of issue.	First employment certificates issued to children of specified age.								
	All children.	14–14½ years.		14½–15 years.		15–15½ years.		15½–16 years.	
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Sept. 1, 1914–Aug. 31, 1915...	3,342	832	24.9	817	24.4	853	25.5	840	25.1
Sept. 1, 1915–Aug. 31, 1916...	6,653	1,583	23.8	1,595	24.0	1,747	26.3	1,728	26.0
Sept. 1, 1916–Aug. 31, 1917...	7,017	2,319	33.0	1,682	24.0	1,604	22.9	1,412	20.1
Sept. 1, 1917–Aug. 31, 1918...	8,760	3,256	37.2	2,223	25.4	1,849	21.1	1,432	16.3

The tendency for children to go to work within the first six months after they became 14 was more marked among the native than among the foreign born, apparently because many of the foreign-born children, and especially of those who had been in the United States less than five years, were prevented from going to work early

by inability to meet the educational requirements of the employment-certificate law. That the foreign-born children, if unhampered by educational requirements, would have gone to work as soon as they were old enough appears probable from the fact that among the children interviewed the comparatively large proportion of native children going to work before they were 14½ years of age was found to be due entirely to children whose fathers were foreign born. In this group both the foreign-born children and the native children of foreign-born fathers showed a greater tendency than did the native children of native fathers to leave school for work within one month after their fourteenth birthdays.

The general tendency in regard to age at going to work was the same for both sexes, although the boys showed a slightly greater tendency than did the girls to take out certificates soon after becoming 14, especially for vacation work. Among the native children of native fathers this difference was marked, but it was much less evident among the native children of foreign-born fathers, and appears not to have existed among the foreign-born children.

Evidence of age.—The great majority of children who had been born in the United States—87.9 per cent of those born in Boston, Cambridge, Somerville, or Chelsea and 77.2 per cent of those born elsewhere in the United States—produced official birth records as evidence of age when applying for their employment certificates. Moreover, most of the other children born in the United States—10.1 per cent of the first group and 11.7 per cent of the second—produced baptismal certificates which were equally acceptable.

In spite of the fact that during a large part of this period the World War so interfered with communication with foreign countries that children were not required to send abroad for evidence of age, nearly half, 46 per cent, even of the foreign-born children, produced official records of birth, and 9.2 per cent produced records of baptism. Many of the foreign-born children, however, were obliged to use passports or other official or religious records, 18 per cent, or school registers, 21.9 per cent, as evidence of age; and 3.9 per cent of the foreign-born children, as compared with only 2.1 per cent even of the native children born outside and with only three-tenths of 1 per cent of those born in one of the four cities, could obtain no documents and were obliged to resort to a physician's examination for evidence of age.

Family conditions.—Of the children of the age group studied who were in Boston continuation school, and all of whom were, therefore, regular workers, exactly two-thirds are known to have lived at the time they went to work in normal families; that is, in families with both a father (or stepfather) and mother (or stepmother) in the

home. A few, 2.8 per cent, were not living with either parent, and nearly 1 in 20, 4.4 per cent, had either lost their mothers or had mothers who were not living with the family. A much larger proportion, however, 17.7 per cent, had lost their fathers, either by death or desertion, but were living with their mothers. Economic need, therefore, caused by the death of the father or by the fact that for some reason he was not living with his family appears to have caused many children to leave school for work.

The proportion of regular workers who came from broken families was highest among native children of native parentage, next highest among native children of foreign parentage, and lowest among foreign-born children. Evidently the death or desertion of the father was more often a factor in the circumstances leading to the child's employment in native than in foreign families. This was due to the greater tendency of children from foreign than from native families to leave school for work, even when home conditions were normal.

Although desertion by the father appears to have played its part in sending children from school to work, for the fathers of 21 of the 823 children interviewed were not living with their families, the death of the father appears to have been a much more important factor. Only about one-eighth, 12.2 per cent,[2] of children of 14 would normally have lost their fathers by death, yet approximately one-fifth, 20.7 per cent, of the children interviewed, and nearly one-fourth, 24.4 per cent, of those of native parentage, including all who had stepfathers, had lost their own fathers by death.

The unemployment of the father of the family also appears to have been less important than his death as a causal factor in the child's going to work. The information as to unemployment relates, however, merely to the date when the child took out his first certificate. If a father's work was irregular but he happened to be employed on that precise date, his occupation was given and nothing appears on the record to show that his irregular work may have necessitated his child's labor. Nevertheless, the fathers of about one-eighth, 12.8 per cent, of the interviewed children whose fathers were living with their families were unemployed at the time the children went to work. The proportion of children who had unemployed fathers was about the same in each of the three main nativity groups; but a considerably larger proportion of girls than of boys, 15.5 per cent as compared with 10.7 per cent, had unemployed fathers.

Of the interviewed children whose fathers were living with their families more than one-half had fathers who were laborers, factory

[2] Estimated from the mortality during 14 years of males aged 30 as given in U. S. Life Tables, 1910. The estimate is purposely slightly overstated in assuming a rather high average age of fathers at the births of their children and in assuming that the mortality of males applies to married males.

operatives, or skilled or semiskilled mechanics. The fathers of almost one-fifth, 18.6 per cent, were laborers, but exactly the same proportion had fathers who were skilled or semiskilled mechanics, and nearly as many, 14.3 per cent, had fathers who were factory operatives. The other two groups of occupations which showed the largest proportions were teamsters, drivers, and expressmen, 8.2 per cent, and merchants and peddlers, 8 per cent. A very small proportion, only 1.6 per cent, of these children had fathers who were clerical workers.

The native children of native parentage had a larger proportion of fathers who were skilled or semiskilled mechanics, those of foreign parentage a larger proportion who were laborers, and the foreign-born children larger proportions who were factory operatives and who were merchants or peddlers. Doubtless because relatively more of them were foreign born a considerably larger proportion of the fathers of working girls than of working boys were laborers, and a much smaller proportion were skilled or semiskilled mechanics.

The mothers of a considerable number, more than 1 in 6, 17.5 per cent, of the children interviewed were employed in some gainful occupation. In families where the father was native, the mother appears to have been more likely to go to work before the child was sent into industry than in those where the father was foreign born, and in families where the father was foreign born but the child native than in those where both father and child were foreign born. Similarly, mothers appear to have gone to work before their daughters more frequently than before their sons in each nativity group except that of foreign-born children.

In families where the father was unemployed, and to an even more marked degree in those where the father was dead or not living at home, the mother was much more likely to have preceded the child into industry than in normal families. About one-fourth, 25.9 per cent, of the children whose fathers were unemployed, and two-fifths, 40 per cent, of those whose fathers were dead or not living with their families, had employed mothers. Less than one-half, only 44.7 per cent, of the fatherless children had mothers at home and not employed as compared with more than four-fifths, 83.6 per cent, of the children whose fathers were living at home and employed.

Not all children, however, from families in which conditions might seem to indicate economic pressure, stated, when asked why they were leaving school, that their earnings were needed at home; and on the other hand, because of large families, low earnings of the fathers, illness or some other reason, many children from normal

families gave this as their reason for going to work. Economic need was given as a reason for leaving school by only two-fifths, 40.5 per cent, of all the children interviewed as compared with more than one-half, 53.5 per cent, of those whose fathers were dead or not living with their families, with not far from three-fifths, 57 per cent, of those whose mothers were employed and with over three-fourths, 77.8 per cent, of those whose fathers were unemployed.[3]

In spite of the fact that both the death or desertion of the father and the employment of the mother seem to have been more closely correlated with the employment of the children in families where the children were native born of native fathers than in any other nativity group, little more than one-third, 34.3 per cent, of these children, as contrasted, for example, with nearly two-thirds, 63.7 per cent, of those born in Italy, gave economic necessity as their reason for going into industry. To a certain extent this may have been due to unwillingness on the part of the native children of native parentage to confess to poverty, but in large part it was probably due to the actual existence of greater economic need in the families of immigrants, and particularly in those of recent immigrants.

That girls, particularly native girls of native parentage, are less likely than boys to go to work unless their earnings are actually needed, appears again to be indicated by the fact that nearly one-half, 48.6 per cent, of the girls, but little more than one-third, 34.6 per cent, of the boys, stated that they were leaving school because of the economic necessities of their families. Decided differences between girls and boys in this respect were found in each group classified by the child's nativity and the father's nationality, but the contrast was particularly striking among the native children of native fathers, where 44.6 per cent of the girls, but only 28.3 per cent of the boys, gave economic necessity as their reason for leaving school to go to work.

Leaving school.—A considerable number of children in the Boston continuation school, all of whom were regular workers, left school when under 14 years of age. The proportion was 8.1 per cent. Many of these children doubtless left school at the beginning of a summer vacation before the end of which they became 14 and took out employment certificates, so that they did not all violate the compulsory school attendance law. The same can not be said, however, for the 44 children who left school when less than 13½ years of age.

[3] It must be borne in mind that the child's statement as to the reason why he left school for industry may not in all cases be trustworthy.

Both the children whose fathers were dead or not living with their families and those both of whose parents were dead or not living with their families showed a tendency to leave school, as well as to go to work, younger than those from normal families.

A better measure, however, of the amount of absence from school during the transition to industry is found in the time during school term which elapsed between the date of leaving school and the date of taking the first regular position. Nearly one-third, 31.3 per cent, of the interviewed children were out of school a week or more at this time. About one-sixth, 16.4 per cent, were out from one week to a month, and nearly one-tenth, 9.4 per cent, from one to three months, while 3.4 per cent were out from three to six, and 2.2 per cent six months or more.

The proportion who lost one or more weeks of school time was highest among the native children of native fathers and lowest among the foreign-born children. It was higher among the girls than among the boys, and the girls also lost longer periods of time. Over two-fifths, 41.9 per cent, of the native girls of native parentage were out of school for a week or more, and about one-sixth, 16.2 per cent, for three or more months just before they went to work. It should be remembered that some of these girls, however, who were over 14 years of age, may have held special home permits which entitled them to be legally out of school. Although those permits were much less frequently given to boys than to girls, a few boys also may have held them. It would appear that entrance into industry is frequently preceded by absence from school, and in many cases by long periods of absence, and that this is particularly common among native children of native parentage, especially girls.

To what extent the children—or their parents—took their school work seriously enough to wait until the completion of the year's work before leaving school for industry is shown in the figures relating to the number of children who went to work during the summer vacation and during the school term. As promotions took place in the Boston schools only in June, children who went to work at any other time than during the summer vacation must either have failed to attend school as required by law or else must have dropped their school careers without regard to the completion of the grade which they had begun. Yet there was nearly as great a tendency to go to work during the school term as during the summer vacation, for nearly three-fourths, 72.8 per cent, of the children interviewed went to work during the school year, which constituted only about three-fourths of the calendar year. Evidently there was nearly as great a tendency

to go to work during the school term as during the summer vacations. The slightly greater tendency to go to work in the summer was entirely among the girls.

Children whose fathers were unemployed were more likely to go to work during the school year than those whose fathers were employed. But this disregard of their schooling was not unusually prevalent among children whose fathers were dead or not living with their families, perhaps because in many of these cases the death or desertion had occurred some time before the child was of working age and the family affairs had already been at least partially adjusted to meet the situation.

Although economic pressure was more frequently given as a reason for leaving school by the children of foreign-born fathers, it was the native children of native fathers who were most likely to go to work during a school term. This was not due to any greater tendency among native children of native parentage to wait until autumn, when they would be obliged either to return to school or to go to work—before securing positions—but to their greater tendency, particulary that of the boys, to go to work in the spring before the closing of school. Almost exactly one-fourth, 24.9 per cent, of all the boys interviewed, but not far from one-third, 30 per cent, of those whose fathers were native took their first regular positions during April or May. The Russian-Jewish children, on the other hand, appear to have been less likely than children of any other nationality group to go to work in the middle of a school year, and showed no special tendency to take positions in the spring.

The fact that girls showed less tendency than boys to go to work in April or May may be due in part to more opportunities, especially for outdoor work, open to boys at this season. Regardless of any special opportunities, however, it seems probable that many children, especially boys, left school shortly before the end of the session in order to secure the better positions before the closing of the schools released other applicants. Knowledge that they were not to be promoted in school may also have been a factor in causing some children to leave school for work in the spring.

The end of the school year in June is generally believed to be the period of the greatest influx of children into industry; and, if both vacation and regular workers are considered, this belief is doubtless correct. But that it probably is not true for regular workers alone appears to be indicated, not only by the foregoing facts, but by the fact that only about one-tenth, 9.8 per cent, of the children interviewed—all regular workers—went to work in June after the close of the school year. During the entire month of June only a little

over one-eighth, 13.1 per cent, of these children took their first regular positions. The proportion going to work during the month of September, on the other hand, was more than one-sixth, 17.4 per cent. The girls showed an even greater tendency than the boys to go to work rather than to return to school in the fall. September, then, appears to be the most popular month for the children who are definitely leaving school to begin their industrial careers, a fact which seems to point to lack of adjustment to school life as a very important reason for leaving school.

In fact, about one-fifth, 20.2 per cent, of all the children interviewed stated that their reason for leaving was that they were discontented with school, either because they disliked their school or their teacher, or because of slow progress or failure to receive a promotion. To these children may be added the one-eighth, 12.3 per cent, who said, when asked why they left school, that they wished to work, and also perhaps the small proportion, 4 per cent, who had finished the eighth grade and did not wish to go on to high school.

Discontent with school was more often given as a reason for leaving by native children, of both native and foreign-born fathers, than by foreign-born children and by boys than by girls. But these differences are accounted for by the greater proportions of foreign-born children and of girls who stated that they left because of economic need for their earnings.

Grade completed.—If a child began school at 6 and continued steadily without repeating grades he would have completed the grammar-school course by the time he was 14. Yet little more than one-half, 52.4 per cent, of the 14 and 15 year old children who took out certificates in Boston, Cambridge, Somerville, and Chelsea had completed the eighth or a higher grade in a regular school. A slightly larger proportion, 54.1 per cent, of those who took out certificates in Boston alone had completed the grammar-school course. But even if all the children from vocational, disciplinary, and other special schools were considered to have completed the eighth grade, the proportion would be under three-fifths. Within more recent years, as shown in Table C, the proportion of children taking out certificates in Boston who had completed the eighth or a higher grade has been between 55 and 60 per cent. Between September 1, 1914, and August 31, 1918, some tendency was shown for the proportion who had completed high school or other grades above the eighth to increase. This may be due partly, however, to an increase in the proportion of children who worked only during vacations or out of school hours.

TABLE C.—*Grade completed by child, and year of issue; first employment certificates issued in Boston.*

Year of issue.	First employment certificates issued to—						
	All children.	Children who had completed specified grade.					
		Lower than fourth.		Fourth.		Fifth.	
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Sept. 1, 1914–Aug. 31, 1915	3,342	2	0.1	185	5.5	228	6.8
Sept. 1, 1915–Aug. 31, 1916	6,653	[1] 43	.6	271	4.1	485	7.3
Sept. 1, 1916–Aug. 31, 1917	7,017	[1] 39	.6	245	3.5	563	8.0
Sept. 1, 1917–Aug. 31, 1918	8,760	[1] 30	.3	322	3.7	609	7.0

Year of issue.	First employment certificates issued to—							
	Children who had completed specified grade.							
	Sixth.		Seventh.		Eighth.		Higher than eighth.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Sept. 1, 1914–Aug. 31, 1915	467	14.0	493	14.8	994	29.7	973	29.1
Sept. 1, 1915–Aug. 31, 1916	845	12.7	1,083	16.3	1,655	24.9	2,271	34.1
Sept. 1, 1916–Aug. 31, 1917	976	13.9	1,199	17.1	1,655	23.6	2,340	33.3
Sept. 1, 1917–Aug. 31, 1918	1,217	13.9	1,558	17.8	2,252	25.7	2,772	31.6

[1] The increase in number of certificates granted to children from grades lower than the fourth was due to a change in the law, first effective in the summer of 1916, which permitted the issuance of vacation certificates to children who had not fulfilled the educational requirements of the law, namely, completion of fourth grade. With this exception, all children receiving certificates were obliged to have completed the fourth grade, except children who had attended school 7 years and whom the issuing officer deemed incapable of completing that grade.

The vacation workers included in this study, because of the fact that they were, on an average, decidedly older than the regular workers, would be expected to have completed higher grades. The difference, however, is even greater than would be expected from the mere difference in age. Nearly three-fourths, 73 per cent, of the children who were employed only during vacations or out of school hours, as compared with less than one-half, 49.6 per cent, of those who left school for work before their sixteenth birthdays, had completed the eighth or a higher grade in regular schools. The difference between vacation and regular workers in the proportion who had completed one or more years of high-school work is even more striking, 48 per cent as compared with 13.8 per cent. These figures suggest that the children who were well advanced in school may have been more likely to work only during vacations while those who were behind were more likely to leave school for regular positions in industry.

The tendency, already noted, for foreign-born children to become regular rather than vacation workers appears to be in part, at least,

responsible for the different proportions of children from the higher and the lower grades who worked regularly and merely during vacations. Only about one-third, 33.1 per cent, of the foreign-born children, as compared with considerably more than one-half, 56.7 per cent, of the native children, had completed the eighth or a higher grade. One in 8, 12.5 per cent, of the foreign-born children, and about 1 in 5, 21.4 per cent, of those born in Italy, were barely able to satisfy the low educational requirements for a certificate, completion of the fourth grade. Of the children born in Russia, however, a very creditable proportion, 44.2 per cent, as compared with only 15.7 per cent of those born in Italy, had completed the eighth or a higher grade. Even the proportion, 56.7 per cent, of native children who had completed the grammar-school course seems low when it is remembered that all these children were over 14, and a large number over 15 years of age.

Many of the native children were of foreign parentage, and it is interesting to note for the children interviewed—the only group for which the nationality of the father is available—the differences in grade attained between the native children whose fathers also were native and those whose fathers were foreign born. As would be expected, the proportion of native children of native fathers who had completed the eighth or a higher grade was somewhat larger than that of native children of foreign-born fathers, 54.8 per cent as compared with 48.5 per cent. The difference was slight as compared with that between the native children of foreign-born fathers and the foreign-born children, little more than one-fourth, 27.7 per cent, of whom had completed the grammar-school course. All the children interviewed, of course, were regular workers, and their grade standing averaged considerably lower than that of the entire group of children who took out certificates, including vacation workers.

In each different group of children, except the native, smaller proportions of girls than of boys came from the eighth and higher grades. This difference appears to have been due, at least in part, to the longer periods among girls than among boys between leaving school and going to work. Both boys and girls who had completed the seventh or eighth grades were more likely than those from lower grades to remain out of school for a time during this transition. In the case of eighth-grade graduates this was undoubtedly due primarily to difficulty in enforcing high-school attendance. Although many of the girls and some of the boys may have held special home permits during this interval between school and industry, it is significant that about 1 in 8, 12.4 per cent, of the girls who had completed only the seventh or eighth grades, as compared with only about 1 in 20, 4.9 per cent, of the boys, were out of school for three months or more at this time.

That the girls who took regular positions before they were 16 were less likely than the boys to go on from the grammar to the high school is further shown by the fact that the difference between the proportions of the two sexes who left school upon completion of the eighth grade was small as compared with the difference between the proportions who had completed a high-school grade.

The same causes which make it necessary for a child to go to work may also lead to retardation, and that they probably did so among the children studied is suggested by the fact that an even larger proportion of those who gave economic reasons for leaving school than of those who stated that they left because of slow progress or nonpromotion had completed only the sixth or a lower grade. It should be remembered, however, that the reason given by the child for leaving school may not in all cases have been the true one.

Retardation.—Actual retardation, measured on the conservative scale adopted for this report,[3a] appears to have been very frequent among the children who left school for work before their sixteenth birthdays. Not far from one-third, 31.5 per cent, of the children who took out certificates in Boston for work during school hours were found to be retarded. For the other two groups of regular workers, those for whom continuation school records were used and those who were interviewed, the percentages of retarded children were nearly the same, 31.4 and 32.4, respectively.

Children who were in normal, and especially those who were in higher than normal grades for their ages appear, on the other hand, when they worked at all, to have sought employment during vacations or out of school hours, rather than to have left school. Only one-sixth of the vacation workers, as compared with more than three-tenths of the regular workers, were retarded; and a surprisingly large proportion, over three-tenths, of the vacation workers, as compared with less than one-tenth of the regular workers, had completed higher grades than normal for their ages. About half, 50.6 per cent, of the vacation workers, but less than half, 48.1 per cent, of the regular workers, had completed normal grades. Nor was the high percentage of retardation among regular workers due entirely to the comparatively large proportion of children of foreign birth among those who left school for industry before they were 16 years of age. Even of the native children for whom continuation school records were taken—all regular workers—more than one-fourth, 27.5 per cent, had failed to attain a normal grade before leaving school. The corresponding proportion for the foreign-born children, however, was nearly half, 48.2 per cent, and for the Italian children it was not far from two-thirds, 63.1 per cent.

[3a] See pp. 126–127, and appendix, p. 362.

All the children who were born in this country had enjoyed presumably the same school advantages and had been required to attend for the same period. Nevertheless, for some reason, perhaps in part because of the use of foreign languages in their homes and in part because of other unfavorable home conditions affecting both their health and their ambition for success in school, the native children of foreign parentage were more often retarded than were the native children of native parentage. Less than one-fourth, 22.9 per cent, of the latter group of children, those with fathers born in this country, were retarded, as compared with not far from one-third, 31.9 per cent, of the children interviewed who were native born of foreign parentage. Thus the difference between the native children of native and of foreign-born fathers in the matter of retardation is greater than in that of grade attained. Of the foreign-born children, not far from half, 45.2 per cent, were retarded. Apparently the difference between native and foreign-born children in retardation, as well as in grade attained, was greater than that between native children of native and those of foreign parentage.

Among children of foreign parentage retardation appears to have had a close connection with language difficulties, for it was found that over two-fifths of the children interviewed whose fathers were foreign born of non-English-speaking nationalities, and only one-fourth of those whose fathers were foreign born of English-speaking nationalities were retarded. At the same time, the foreign-born children in the Boston continuation school who had been in the United States long enough to have begun their school lives here were much less likely to be retarded than were the foreign-born children who had come to this country since they were of school age. But that this latter difference was due in part, at least, merely to changes in schools is suggested by the fact that among the native children who took out certificates in the four cities a similar difference appears between those born in Boston, Cambridge, Somerville, or Chelsea and those born elsewhere in the United States. Children of Italian fathers furnished the largest percentage of retardation, while comparatively little retardation was found among children whose fathers were Russian Jews.

As in the case of grade attained, girls made a poorer showing than boys. In each group—children given certificates, continuation-school children, and children who were interviewed—larger proportions of girls than of boys were retarded and smaller proportions were advanced in their school work. Among the interviewed children this difference was particularly striking between the foreign-born boys and girls and was slight between the native boys and girls whose fathers were foreign born. The high percentage of retardation among foreign-born children appears to have been due primarily to the

girls, 52.2 per cent of whom were retarded as compared with only 36.8 per cent of the boys. Nevertheless, among the children of Italian fathers a larger proportion of boys than of girls was retarded.

The group of continuation-school children who went to work within six months after becoming 14 years of age contained an unusually large proportion both of retarded and of advanced children as compared with the groups going to work within any other six months' period. Some retarded children were probably prevented from going to work until after their fifteenth birthdays by inability to meet earlier the low educational requirement for a certificate—completion of the fourth grade—for a slightly larger proportion of retarded children was found among those who went to work when over 15 than when between 14 and 15, and both groups of children who went to work when over 15 showed unusually high proportions who were three or more grades below normal for their ages.

The effect of family conditions and the economic status of the family upon retardation among the children studied is not capable of any exact statement. The data concerning family conditions relate only to the time when the child took out his first certificate, whereas the home influences which might cause retardation would cover the entire period of the child's school life. Nevertheless, it is interesting to note that of the children attending the Boston continuation school both of whose parents were employed and also among those both of whose parents were unemployed—neither a normal family status—unusually large proportions were retarded. That the employment or absence from home of the mother may have more influence on the retardation of the child than the status of the father is suggested, too, not only by the higher proportion of retarded children who had both parents employed than who had both parents unemployed but also by the somewhat larger proportion whose mothers than whose fathers were dead or not living with their families.

The father's occupation, which is a rough index to the economic status of the family, appears to have had some connection with the child's retardation, even when differences due solely to the distribution of fathers of the various nationality groups among the occupations are eliminated. Children of skilled or semiskilled mechanics and of factory operatives were found, for example, to have been much less frequently retarded than would be expected in those groups if the rate of retardation prevailing in the different nationality groups had prevailed also in each occupational group of the particular nationality. On the other hand, the children of laborers and of merchants and peddlers were more frequently retarded than would be expected. At the same time, the conclusion that the economic pressure which forces the child into industry often causes also his retardation in school is strengthened by the fact that a larger proportion of the

children who gave economic reasons for leaving school were retarded than of those who gave all other reasons, and even than of those who stated that they had left school because they disliked their school or their teacher or because of slow progress or failure to obtain a promotion.

Retarded children showed a more pronounced tendency than any other group to take their first positions during the school year. Of all the children interviewed who went to work during a summer vacation only 19.2 per cent, but of those who went to work at some other time, 37.4 per cent, were retarded. This tendency appeared in each nationality group, but particularly among the children of foreign-born fathers of non-English-speaking nationalities, notably the Italian.

At the same time less than one-fourth, 24 per cent, of the retarded children, as compared with nearly one-third, 32.3 per cent, of the normal children and with 44.1 per cent of the advanced children, lost one week or more of school time between leaving school and going to work. Evidently the retarded children more frequently went immediately to work upon leaving school than did the normal and advanced children. Many of the latter, doubtless, finished a school year and then failed to return to begin the new grade in the fall. The greater tendency of girls than of boys to stay out of school before going to work was found mainly not among retarded girls but among girls from normal and higher than normal grades for their ages.

Work before leaving school.—Many of the children who left school for work before their sixteenth birthdays had also worked during vacation periods or out of school hours before leaving school. Some of this work was done after they were 14 years of age, but many of the interviewed children, who were questioned as to all the positions they had ever held, were found to have worked before they were 14, when, of course, they could not secure certificates. Not all this work, however, was illegal, for in some cases it was in occupations in which children were permitted to work under 14 during vacations or outside school hours, and in others street-trades licenses, which boys could get at 12 years of age, had been secured.

The children interviewed, it should be remembered, were decidedly younger when they left school for work than was the average child taking his first regular position, so that they had had comparatively little time for vacation work. Nevertheless, about two-fifths, 39.4 per cent, of all these children, and not far from three-fifths, 58.7 per cent, of the boys, had been employed before leaving school; and all but 46 of the 324 who had been employed had begun their vacation work before they were 14, at least 40 before 12, and 12 before 10 years of age. Comparatively few girls, only about one-eighth, 12.7 per cent, worked before leaving school, and a much larger proportion of them than of the boys secured their first school positions after they were 14, and worked only during a vacation period.

Opportunities to work before or after school hours or on Saturdays during school term at such occupations as street trading, odd jobs, and outdoor work appear to have been much more common for boys than for girls. Because of these opportunities and also because most of the boys took their first school positions before they were 14 years of age when factory and mechanical occupations were closed to them by law, nearly nine-tenths, 89.6 per cent, of the boys who worked before leaving school were first engaged in occupations classed as "clerical occupations, wrapping, selling, and delivery of goods." Over two-fifths, 41.1 per cent, of these first school positions held by boys were for occupations involving selling, generally as newsboys or peddlers' helpers; but an even larger proportion, 46.1 per cent, were for messenger, errand, and delivery work.

Owing to the fact that a larger proportion of girls than of boys took their first school positions when they were over 14 years of age, 9 of the 15 children who were employed in factory or mechanical occupations were girls. Only 29 first school positions, 11 of them held by girls, were for personal and domestic occupations. These positions constituted 9 per cent of all the first school positions held by both sexes, and this percentage was noticeably larger than the percentage, 4.6, of regular positions in personal and domestic occupations.

Foreign-born children, especially Italians, showed a greater tendency than did native children to leave school definitely for work rather than to go through an intermediate period of combined school and work. The tendency of native children to work before leaving school was entirely, however, among the boys. Similarly, a larger proportion of native children of native than of foreign-born fathers worked before leaving school, and this again was true only for the boys, the girls showing an opposite tendency. The native boys whose fathers were native appear, however, to have been more likely than those whose fathers were foreign born to take school positions for work during vacation only, and less likely to work during school term only.

The work done before leaving school appears to have been less desultory and irregular than might be expected. Two-thirds, 66.7 per cent, of the children who worked before leaving school held only one school position, though over one-fifth, 21.3 per cent, held two, nearly one-tenth, 9.3 per cent, three, and nine boys, 2.8 per cent of the total number of children, four or more positions each. More than one-third, 34.6 per cent, of these positions lasted less than three months; but a surprisingly large proportion, 30.2 per cent, lasted for a year or more and nearly one-sixth, 15.9 per cent, for two years or more. The positions held by girls were much more frequently of short duration than those held by boys. On the other hand, as would be expected from the fact that the girls' positions were more frequently for work only during vacation, their hours of labor averaged

decidedly longer than those of boys. In comparatively few, only 19.6 per cent, of the positions held by boys but the great majority, 62.2 per cent, of those held by girls the hours worked were 36 or over a week. More than one-third, 34.9 per cent, of the boys' positions involved between 12 and 24 hours and more than one-fourth, 27 per cent, less than 12 hours work a week. In nearly one-half, 48.8 per cent, of the positions in which children worked less than 12 hours they were employed for only one day a week. Over half, 51.3 per cent, of all the positions held by both sexes in which the hours were from 24 to 48 a week were held for less than three months, and most of these were vacation positions. Nevertheless, practically one-fifth, 19.9 per cent, of the positions in which the hours were from 24 to 48 a week were held for a year or over, and not far from one-fourth, 23.4 per cent, of the positions in which the hours were from 12 to 24 a week lasted for two years or more.

Although weekly wages depended to a considerable extent upon weekly hours of labor, some of these children appear to have received somewhat high rates of compensation, considering the hours, for the work they did before leaving school as compared with the rates usually prevailing in the positions which they held after leaving school. In more than one-third, 35.3 per cent, of the positions in which the hours were from 24 to 48 a week the children received $4 or more, whereas in over three-fourths, 76.6 per cent, of those in which the hours were from 12 to 24 they received less than $4. Nevertheless, in not far from one-third, 31.1 per cent, of the positions in which children worked from 12 to 24 hours—that is, from two to four hours daily on an average—they made $3 or more a week, and 13 boys working these hours made $4 or over a week, 3 of them $6 or more.

A larger proportion of the children who had worked than of those who had not worked before leaving school took their first regular positions during school term. At the same time those who had worked showed themselves more likely than those who had not worked to go straight from school to industry without losing any important amount of school time in the transfer. Little over one-fourth, 26.9 per cent, of the children who had worked, but more than one-third, 34.3 per cent, of those who had not worked before leaving school, had lost one week or more of school time between leaving school and taking their first regular positions. This difference was due almost entirely, however, to the large number of girls who had not worked previously who lost school time during the transfer to industry.

Among the children who were interviewed vacation work meant, in most cases, work before the fourteenth birthday, which was performed without having secured employment certificates. In other words, it meant work performed at an age and under conditions when it might most logically be expected to have an influence upon

standing in school. It is not surprising, therefore, to find that a larger proportion of the children who had worked, 36.1 per cent, than of those who had not worked, 30.1 per cent, before leaving school were retarded, and that a smaller proportion, 13.3 per cent as compared with 18.6 per cent, had completed higher grades than normal for their ages.

Nor is it surprising to find that work during school term appears to have had more serious effects on school standing than work done at any other time. Of the children whose first positions were held only during school term, 45.1 per cent were retarded, as compared with 31.1 per cent of those whose first positions were held during both school term and vacation and with 28.2 per cent of those whose first positions were held only during vacation. As two-thirds of the children who worked before leaving school held only one position, these figures seem to indicate that employment during school term is likely to cause a child to fall behind in his school work.

Occupations.—The occupations in which children between 14 and 16 years of age could be employed were of course decidedly restricted by their ages, lack of physical strength, and lack of education and experience. To a certain extent they were also restricted by law, particularly by the provisions in regard to hours, continuation-school attendance, and employment on machines. As a result most of the positions held by the children studied were for simple mechanical tasks or for running errands or carrying articles either inside or outside the establishment. Although none of these positions required any real skill, some of them permitted the development of a certain dexterity, and others made it possible for the child to acquire a little practical knowledge of the business apart from his own small task. A few of them, doubtless, offered opportunities for promotion to more skilled or responsible positions if the child remained, which he rarely did, until he grew older. In the vast majority of cases, however, the occupation was not of such a character as to offer either a future in itself or training for any other occupation by which the child could hope to earn a living as an adult.

Not far from two-thirds—63.5 per cent—of all the positions held by children who took out certificates in the four cities were for "clerical occupations, wrapping, selling, or delivery of goods, etc.," and most of the others—33 per cent of all—were for factory or mechanical occupations. The most important of the clerical and similar occupations was messenger, errand, and delivery work, which alone furnished nearly one-third—32.8 per cent—of all these positions; and next most important was cash and messenger work in department stores, which furnished about one-eighth—12.4 per cent. Office work accounted for 7.3 per cent, packing, wrapping, labeling, and shipping-room work for 6.8 per cent, and selling for 4.1 per cent.

As positions for messenger and office work in factories, as well as for packing, wrapping, labeling, and shipping-room work, were classified under clerical and similar occupations, most of the positions for factory and mechanical occupations involved work as factory operatives. The only other kind of employment under this general designation was work as apprentices and helpers in skilled trades, and only 2.6 per cent of these positions could be thus classified. Few positions were in personal or domestic or any other occupations outside the two main groups—factory and mechanical occupations and "clerical occupations, wrapping, selling, or delivery of goods."

The increase in child labor which, as already noted, occurred in Boston during the war period appears to have been more conspicuous in factories than in workshops, stores, or other places. According to Table D, the proportion of first certificates which were issued for factories during the year ended August 31, 1916, was 38.4 per cent. During the next year this proportion dropped to 37.4 per cent, while the proportion issued for workshops increased from 16 to 18.3 per cent. During the year ended August 31, 1918, the proportion for factories rose to 42.6 per cent and that for workshops dropped back to 16 per cent. Meanwhile the proportion of first certificates for work in stores decreased from 24.7 per cent to 21.5 per cent, and then to 20 per cent. Similar changes occurred in the figures relating to all certificates issued. The figures in this table, however, are based upon a purely industrial classification, and therefore can not be compared with those for positions held by the children studied during this inquiry, which are based upon a classification primarily according to occupation.

TABLE D.—*Place of employment, and year of issue; first and all employment certificates issued in Boston.*

Year of issue and kind of certificate.	Employment certificates issued for work in specified place of employment.								
	All places of employment.	Factories.		Workshops.		Stores.		Other places.	
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
FIRST (OR ORIGINAL) CERTIFICATES.									
Sept. 1, 1914–Aug. 31, 1915	3,342	(1)	.....	(1)	.....	(1)	.....	(1)	.....
Sept. 1, 1915–Aug. 31, 1916	6,653	2,554	38.4	1,066	16.0	1,645	24.7	1,388	20.9
Sept. 1, 1916–Aug. 31, 1917	7,017	2,623	37.4	1,281	18.3	1,510	21.5	1,603	22.8
Sept. 1, 1917–Aug. 31, 1918	8,760	3,729	42.6	1,405	16.0	1,749	20.0	1,877	21.4
ALL CERTIFICATES (BOTH ORIGINAL AND SUBSEQUENT)—									
Sept. 1, 1914–Aug. 31, 1915	6,412	2,058	32.1	(2)	.....	1,948	30.4	(2)	.....
Sept. 1, 1915–Aug. 31, 1916	12,043	4,766	39.6	2,107	17.5	2,714	22.5	2,456	20.4
Sept. 1, 1916–Aug. 31, 1917	16,805	6,498	38.7	3,570	21.2	3,605	21.5	3,132	18.6
Sept. 1, 1917–Aug. 31, 1918	20,683	9,522	46.0	3,453	16.7	3,580	17.3	4,128	20.0

[1] No figures available for places of employment in 1914.
[2] Separate figures for workshops and other places not available for 1914. The total is 2,406.

Among the children included in this study considerable difference was found in the occupational distribution of boys and of girls. More than one-half, 51.7 per cent, of the certificates taken out by boys in the four cities were for messenger, errand, and delivery work, and nearly nine-tenths, 89 per cent, of the certificates taken out for this kind of work were held by boys. Although less than one-tenth, 9.4 per cent, of the positions held by boys were for office work, this occupation also showed a preponderance of boys who held not far from three-fourths, 72.7 per cent, of the office-work certificates. Boys also held most, 89.4 per cent, of the positions as apprentices and helpers in skilled trades.

On the other hand, nearly half, 48.3 per cent, of the certificates taken out by girls were for work as operatives in factories, and nearly seven-tenths, 69.1 per cent, of the certificates taken out for this kind of work were held by girls. In clothing factories and other needle trades a particularly large proportion, 94.3 per cent, of the positions were held by girls. Girls also preponderated in cash and messenger work in department stores and in packing, wrapping, labeling, and shipping room work. More than one-sixth, 17.3 per cent, of the girls' positions were for cash and messenger work in department stores, and girls held three-fifths, 60.7 per cent, of the positions for this kind of work. Similarly, one-eighth, 12.4 per cent, of the girls' positions were for packing, wrapping, labeling, and shipping room work, and girls held four-fifths, 80 per cent, of the positions for this kind of work. As would be expected, a larger proportion of the positions held by girls than of those held by boys were in personal and domestic occupations.

Decided differences were found in the tendencies shown by native and by foreign-born children, and also by children from different foreign countries, toward various occupations. Owing, primarily, to a decidedly larger proportion of foreign-born than of native children who secured their first positions in clothing factories and other needle trades, the foreign-born children, especially the Italians, showed a greater tendency to begin their industrial careers in factory and mechanical occupations. This difference was particularly pronounced among the girls. More than one-fifth, 21.8 per cent, of the foreign-born girls who took out certificates in the four cities—over one-third, 36.2 per cent, of those born in Italy and more than one-sixth, 17.3 per cent, of those born in Russia—as compared with less than one-tenth, 9.2 per cent, of the native girls, began work as operatives in clothing factories and other needle trades.

The native children, on the other hand, showed a greater tendency than the foreign born to enter each of the occupations classed as clerical, wrapping, selling, and delivery of goods, except "selling" and "packing, wrapping, labeling, and shipping room work." Over one-

tenth, 11.1 per cent, of the first positions held by Italian children and 8.6 per cent of those held by Russian children involved selling, generally in small shops or from peddlers' wagons. The Russian children appear to have been more like the native in their distribution between the two big occupation groups than were the Italian, but the reason was that a much larger proportion of Russian, 11.7 per cent, than of either native, 5.8 per cent, or Italian, 4.6 per cent, were first employed in packing, wrapping, labeling, and shipping-room work. The children who were born in England and Wales entered in general much the same occupations as the native children, and an even larger proportion of them were employed in cash and messenger work in department stores. Nevertheless, department stores furnished first positions for only 7.9 per cent of all the foreign-born children, and 11.3 per cent of all the foreign-born girls, including those from Great Britain, as compared with more than one-eighth, 14.4 per cent, of the native children and nearly one-fourth, 23.8 per cent, of the native girls.

Among the native children were included, however, many whose fathers were foreign born. These children tended to resemble in their choice of occupations those whose fathers also were native more closely than they resembled foreign-born children. Nevertheless, they distinctly tended to modify the tendencies shown by native children of native parentage. The contrast, therefore, between the foreign-born children and the native children whose fathers also were native was in most cases even more pronounced than that between the foreign born and the entire group of native children. In general, too, the children whose fathers were foreign born of each special nationality showed the same tendency, though in lesser degree, as those who were themselves foreign born of the same nationality.

These figures concerning the nationality of the fathers relate, of course, only to the interviewed children, all of whom were regular workers, whereas those given previously concerning the nativity of the children relate to all those who took out certificates, both vacation and regular workers. Only comparatively slight differences in occupational distribution were found, however, between the vacation and the regular workers who took out certificates in Boston. In spite of the fact that more of them were native born and that they were, as a rule, older and more advanced in school, the vacation workers appear to have been somewhat more likely to enter factory and mechanical occupations than the regular workers. The only occupation included in the group of clerical and other similar occupations which the vacation worker less frequently entered was messenger, errand, and delivery work. The greater tendency of vacation workers to begin in factories appears to have been due primarily to a comparatively large proportion of girl vacation workers who began

their industrial lives as operatives in shoe factories. In clothing factories and other needle trades, as would be expected from the large proportion of foreign-born children employed, a smaller proportion of vacation than of regular workers secured their first positions.

The differences in occupational distribution between the entire group of continuation-school children and those who were interviewed, like those between the vacation and regular workers, were not great. Most of the conspicuous differences which occurred were in occupations in which, as will be seen later, the interviewed children were found to have held a considerable number of uncertificated positions. For example, 4.6 per cent of the positions held by the children interviewed, as compared with only 2.7 per cent of those held by the children in continuation school, were in personal and domestic occupations; and 9.5 per cent of those held by the children interviewed, as compared with only 7.2 per cent of those held by the children in continuation school, were as operatives in clothing factories and other needle trades. Evidently the chief differences were due to the fact that, in the records of the children interviewed, positions were included for which no certificates were secured. On the other hand, the fact that only 1.3 per cent of the positions held by the interviewed children, as compared with 2.1 per cent of those held by the continuation-school children, were as apprentices and helpers in skilled trades is probably due to more accurate description during the interview of the actual work performed.

Children who were behind in their school work showed a greater tendency than did normal or advanced children to enter factory and mechanical occupations, and also to take positions involving "selling" or "packing, wrapping, labeling, and shipping room work," and to enter personal and domestic occupations. In spite of the fact that the younger children showed less tendency than the older to begin work as factory operatives, it appears that, in general, the lower the grade a child had completed in school the more likely was he to begin his industrial career in such an occupation. Actual retardation seems, as would be expected, to have had the same effect. Over one-third, 35.5 per cent, of the regular positions held by retarded children, but little over one-fourth, 27.5 per cent, of those held by children from normal grades, and not much more than one-fifth, 21.8 per cent, of those held by children from grades higher than normal for their ages were for work as factory operatives. The only kind of work in which retarded, normal, and advanced children showed about the same tendency to begin their industrial lives was messenger, errand, and delivery work.

Children from higher grades than normal for their ages showed, on the other hand, a decidedly greater tendency than other groups to go into offices and also into cash and messenger work in depart-

ment stores. Nearly one-third, 32.1 per cent, of the advanced girls, as compared with little more than one-fourth, 27.1 per cent, of the normal and with less than one-sixth, 14.8 per cent, of the retarded girls, went into cash and messenger work in department stores.

These differences in occupational distribution between normal and retarded children appear in the main to coincide with the differences already pointed out between the occupational tendencies of native and foreign-born children. A larger proportion of the foreign-born than of the native children, for example, were retarded, and these children more frequently than the native secured factory positions.

The children interviewed, who constitute a fair sample of all, were not usually employed in positions involving work at or in connection with machines. In only about one-tenth, 10.7 per cent, of all the positions held by them was there any machine work and in many, if not most, of these the children were employed at machine work for only part of the time. Most of the machine work was in factory operative positions, and it was especially common in clothing factories and other needle trades. As girls much more frequently than boys worked in these positions, machine work was much more common in the positions held by girls than in those held by boys.

Children not infrequently worked at more than one occupation in a position. When not needed for errands, for example, they were often assigned to some other occupation, its nature depending on the nature of their employers' business. Frequently, too, children were transferred from the occupation for which they were hired to a different one not contemplated by the issuing officer or the examining physician when the certificate was made out. In over one-eighth, 13.5 per cent, of all the positions held by the children interviewed they were transferred to occupations different from those for which their certificates read.

These occupational shifts were most likely to occur, however, in establishments employing a considerable number of children in similar occupations—for example, in shoe factories—and, as a result, many of them did not involve changes to occupations of a different kind, so far as the classification adopted for this report is concerned. In little more than 1 position in 20, 5.6 per cent, were the children transferred to wholly different occupations. Shifts to occupations of other kinds than those for which the children were employed were most common in positions held by girls in messenger, errand, and delivery work and in "packing, wrapping, labeling, and shipping room work." In nearly one-fourth, 23 per cent, of the former positions, and in about one-eighth, 12.9 per cent, of the latter, girls were so transferred. In these two general types of occupations, at least, promises of employment evidently constituted peculiarly weak evidence as to what a girl might actually be expected to do.

Methods of securing positions.—Few of these children—less than one-tenth, 9.3 per cent, of those in the continuation school and a still smaller proportion of those who were interviewed—secured their first positions through any agency engaged in the placement or vocational guidance of children. Of those who did make use of such an organization more than half were placed by private employment agencies. The Boston Placement Bureau, which had offices in the building where the certificate office was located and on the same floor, worked mainly among high-school graduates and children over 16 years of age who were applying for educational certificates, and, as a result, secured first positions for only 54, or 1.6 per cent, of the 3,399 children in the Boston continuation school. The State employment office secured first positions for only 31 of these children. The day schools, most of which had vocational counsellors, but did not attempt to find positions, appear to have been more important as placement agencies than any other public organization; yet the fact that they secured first positions for only 2.1 per cent of the continuation school and 0.4 per cent of the children interviewed shows that their influence was slight and was mainly among the older boys and girls.

The children who held more than one position appear, however, to have been much more likely to use placement agencies of all kinds in securing their second than their first positions. Nearly twice as large a proportion of these children, 15.3 per cent as compared with 8.1 per cent, secured their second as secured their first positions through agencies of this sort. Even the day schools obtained more second than first positions, and the placement bureau increased from 1.5 per cent of first to 2.3 per cent of second positions. The greatest difference, however, was found, naturally, in the use made of the placement facilities of the continuation school where the children were enrolled after they had secured their first but before they had secured their second positions. Only three, or 0.2 per cent, of the children who held more than one position secured their first, but 84, or 4.4 per cent, secured their second positions through the continuation school. Nevertheless, the continuation school at the time of this study was new and had as yet developed no systematic placement work. It is not surprising to find, therefore, that only one-ninth of the continuation-school children of the age group studied secured even their second positions through any form of placement agency other than private employment bureaus.

Slightly over three-fourths, 76 per cent, of the children in the Boston continuation school, and an even larger proportion of those who were interviewed, stated that they had secured their first regular positions either independently or through friends or relatives. A

larger proportion of those who held more than one position secured their first positions independently, oftener through personal application than through friends or relatives. About two-fifths, 40.2 per cent, stated that they had no assistance in finding their first places in the industrial world, as compared with 35.8 per cent who were assisted by friends or relatives. An even larger proportion of children who held more than one position secured their second than their first positions independently. A decrease of family influence is also shown in the smaller proportion who secured their second positions through relatives or who worked for relatives. On the other hand, as would be expected from the fact that the children's previous industrial experiences must have opened up new associations, the influence of friends over the choice of second positions was greater than their influence over the choice of first positions.

High-school children appear to have been much more likely than children from the grammar schools, and eighth-grade graduates than children from the lower grades, to secure their first positions through employment agencies, schools, or placement bureaus. Not far from one-fifth, 18 per cent, of the children from high schools, and nearly one-tenth, 9.6 per cent, of the eighth-grade graduates made use of such agencies. At the same time native children, who constituted comparatively large proportions of all those from the higher grades, and particularly of those who had completed a year or more of high-school work, appear to have been much more likely than foreign-born children to secure their first positions through employment agencies, schools, or placement bureaus. The children who had completed only the fourth or fifth grades, among whom the proportion of foreign born was comparatively high, rarely found their first positions through such agencies, but unusually large numbers of them were assisted by or went to work for relatives.

As would be expected from the fact that the proportion of children from the higher grades who secured their first positions through placement agencies was so much higher than that of children from the lower grades, comparatively few, only 22.8 per cent, of the children who made use of such agencies were retarded. On the other hand, retarded children formed over two-fifths, 42.6 per cent, of those whose employers were relatives, and nearly one-third, 32.4 per cent, of those who secured their first positions through relatives, as compared with only a little over one-fourth, 27.9 per cent, of those who secured their first positions through friends. The children who were assisted only by friends, as well as those who secured their positions through private employment agencies and through the placement bureau, seem to have been normal or advanced rather than retarded in their school work.

To a certain extent at least the method of securing a position would doubtless influence the occupation; or, conversely, positions in certain occupations would be more likely than positions in others to be secured by certain methods. It is not surprising to find, for example, that a larger proportion of the positions for clerical and similar occupations than of those for factory and mechanical work were secured through some sort of employment agency. Office work and messenger, errand, and delivery-work positions were particularly apt to be secured through employment agencies, schools, or placement bureaus. Positions for cash and messenger work in department stores, on the other hand, were more often secured independently than by all other methods combined. A larger proportion of positions for factory and mechanical work than for clerical and other similar occupations were secured through friends or relatives, and also a larger proportion of the former than of the latter were secured independently. Considerable difference was found, however, between different kinds of factories. Thus, the children who began work in clothing factories and other needle trades, an unusually large proportion of whom were foreign born, much more often secured their first positions through friends or relatives than did the children who began work in shoe factories.

Length and number of positions and unemployment.—Considerable difference was found between occupations in the length of time during which children remained in their positions. In studying this subject only the first regular positions held by children interviewed were considered, for later positions were too frequently not terminated and the exact length of positions was not known for the other groups of children. The largest proportion of short-time positions was found in cash and messenger work in department stores. More than half, 51 per cent, of these positions, and not far from three-fifths, 57.9 per cent, of those held by girls lasted less than one month. Positions as operatives in clothing factories and other needle trades were also likely to be of short duration. Over two-fifths, 43.6 per cent, of these positions, and a still larger proportion, 45.7 per cent, of those held by girls lasted less than three months. More than half these clothing factory positions which were terminated within three months lasted, however, more than one month. Though the work in clothing factories is seasonal, the rush seasons are much longer than department store "sales," and this fact is evidently reflected in the comparative length of positions held in the two occupations. Shoe factories appear to have offered the steadiest work for operatives. Considerably more than two-fifths, 43.7 per cent, of the shoe factory operative positions and nearly one-half, 48.3 per cent, of those entered by girls were held for a year or more.

Doubtless, because girls preponderated in cash and messenger work in department stores and in work as operatives in clothing factories

and other needle trades, the positions held by girls generally lasted for shorter periods than those held by boys. Over two-fifths, 41 per cent, of all the first positions held by girls, as compared with less than one-third, 32.1 per cent, of those held by boys, lasted less than three months.

Even children who had been at work only a short time before their sixteenth birthdays had often held a number of positions, but in general the longer the industrial histories the larger the proportion of children who had worked, for example, in as many as four different places. Of the children taking out certificates in the four cities who began work before they were 14½ years of age—that is, from 18 months to 2 years before their sixteenth birthdays—nearly one-third, 32.3 per cent, held only one certificate, and not far from one-fourth, 22.6 per cent, held four or more certificates. Fourteen of these children held 10 or more certificates. This group of children includes, however, many who worked only during vacation, and in such a group the proportion holding one position would naturally be larger, while that holding four or more positions would be smaller, than among children who had spent the whole 18 months to 2 years before their sixteenth birthdays as industrial workers. Of the continuation-school children, all regular workers, who began at the same ages, less than one-fourth, 22.6 per cent, held only one certificate but not far from three-tenths, 28.1 per cent, held four or more certificates.

Of the children interviewed, all regular workers, not far from one fourth, 23.1 per cent, held only one position in a year or more of work history and were therefore classified as "steady;" a somewhat larger proportion, 24.7 per cent, held on an average one position within each period of from six months to one year and were classified as "active;" about one-third, 33.2 per cent, held new positions on an average within each period of from three to six months and were classified as "restless;" and a comparatively small proportion, less than one-tenth, held new positions on an average within each period of less than three months and were classified as "unsteady."

In each of these groups of children girls held more positions on an average than did boys. Over one-fourth, 27.1 per cent, of the girls who took out certificates in the four cities, but less than one-fifth, 19.6 per cent, of the boys held four or more positions.

The steady workers appear to have been decidedly less likely to be retarded in their school work than those who shifted their positions frequently. Of the continuation-school children who took out their first certificates before their fifteenth birthdays only about one-fourth, 25.5 per cent, of those who held only one position, but about two-fifths, 40.6 per cent, of those who held four or more positions before

they became 16, were retarded. In the group of children interviewed the largest proportion of retarded children, about two-fifths, 39.9 per cent, was found among those classed as "restless," but nearly as large a proportion, 37.9 per cent, appeared among the considerably smaller number classed as "unsteady." On the other hand, only about one-fourth, 24.7 per cent, of the "steady" workers had failed to attain a normal grade. Apparently children who were behind in their school work were more likely than were those from normal or higher than normal grades for their ages to make frequent changes in their positions after going to work.

The figures in regard to unemployment relate only to the children interviewed, as the dates of termination of positions could not be determined accurately enough for the other groups of children. Moreover, only children who had been at work one year or more are here considered, as those with shorter work histories may not have had a normal amount of unemployment. Among these children the proportion of unemployed time was 14.4 per cent. The boys alone had only about one-eighth, 12.4 per cent, of their time unemployed, but the percentage for the girls was much higher, 17.

The order of nativity groups in amount of time unemployed was for girls exactly opposite to that for boys. Among native boys whose fathers also were native the percentage of unemployment was only 10.5, somewhat less than among native boys of foreign parentage, 12.6, and decidedly less than among foreign boys, 16.9. Among girls, on the other hand, the most favorable showing was made by those who were foreign born, with only 14.1 per cent of their time unemployed, and the next most favorable by the native girls whose fathers were foreign born, with 16.4 per cent of unemployed time. The highest percentage of unemployment for any sex and nativity group was 22.9 for the native girls whose fathers also were native. This peculiarity appears to be due to a greater tendency on the part of the native girls, and especially those of native parentage, to work only when they could secure the more attractive positions, for, as already shown, these girls more frequently than any other group tended to take temporary positions, especially for cash and messenger work in department stores, and were consequently out of work a great deal of the time.

This tendency to take temporary work especially in department stores, is also probably the cause of the otherwise surprising fact that girls who had completed higher grades than normal for their ages had nearly twice as large a percentage of unemployment as boys of the same class, 19.8 as compared with 10. For boys the percentage of unemployment, like the number of positions held, was largest among those who were retarded, but for girls it was somewhat larger among those from higher than among those from lower grades than normal for their ages.

Another strange fact is that both the boys and the girls who were very much retarded—three or more grades below normal—had lower percentages of unemployment, the boys only 6.8 per cent and the girls 14.2 per cent, than any other groups of the same sex. This was probably due primarily to the fact that the much retarded children of both sexes were more likely to go to work in factories where short-time positions were comparatively rare.

The children who had held only one position within a year or more of work history—those called "steady" workers—naturally had very little unemployment. Among these children the percentage of unemployed time was almost negligible, only 2.7. Among the "active" workers this percentage rose to 15.1, but it was more than doubled among the "unsteady" workers, who were unemployed during more than one-third, 34.9 per cent, of their work histories. Even the "restless" workers were unemployed for more than one-fifth, 21.9 per cent, of their time. All the different groups of girls showed higher percentages of unemployment than the corresponding groups of boys, but the difference was especially marked among the "unsteady" workers.

It is interesting to note that although in this study of Boston children it was found that the girls on an average remained in their first positions for shorter periods of time, held more positions within given periods, and had more unemployment—in a word, were less steady workers—than the boys, in a similar study of all the working children of Connecticut the exact reverse was found. The girls in that study remained in their first positions for longer periods of time, held fewer positions within given periods, and had less unemployment—in a word, were more steady workers than the boys.[4]

This difference appears to be due entirely, however, to differences in the occupations open to girls. In Boston, a typical commercial city, large numbers of girls, and much larger than of boys, were employed in cash and messenger work in department stores where, as already seen, a large proportion of the positions were temporary in character and of short duration. Not far from one-fourth, 23.4 per cent, of all the positions held by the Boston continuation-school girls, but only 7.1 per cent of those held by the boys, were for this occupation. In each different group of children studied girls held from three-fifths to three-fourths of all such positions. The Boston girls, therefore, were at a distinct disadvantage, as compared with the boys, in the matter of steadiness of employment. In Connecticut, on the other hand, only about one-sixth, 16.6 per cent, of the girls held first positions in any kind of "trade," including not only positions for cash and messenger work but for selling and for work of

[4] Industrial Instability of Child Workers, U. S. Dept. of Labor, Children's Bureau, Publication No. 74, Industrial Series, No. 5, pp. 18-30 passim.

various kinds which in Boston would have been classified as "messenger work, errands, and delivery." [5] At the same time more Connecticut boys than girls were employed in "trade." Evidently the Connecticut girls were not handicapped, as compared with the boys, by temporary positions in department stores.

Furthermore, the clothing factories of Boston, which furnished about one-eighth, 12.7 per cent, of the positions held by girls and a very small proportion, only 0.6 per cent, of those held by boys, were largely engaged in the manufacture of outer garments and offered much seasonal work, whereas those of Connecticut were more commonly engaged in the manufacture of corsets and underwear and offered more steady work. On the other hand, textile factories, where in Connecticut the greatest steadiness in employment was found and which furnished over one-fourth, 26.5 per cent, of the first positions held by girls but only about one-sixth, 16.6 per cent, of those held by boys in that State, were of comparatively little importance in Boston, where they furnished only 3 per cent of all the positions held by both sexes. Though the numbers are small it is also worthy of remark that, in spite of their more frequent employment in seasonal work in clothing factories, Boston girls worked for longer periods than boys in their first regular positions as factory operatives.

Other illustrations of the differences in opportunities for steady work offered to girls and to boys in the city of Boston and in the State of Connecticut might be cited, if the positions held were all classified either upon an occupational or an industrial basis. This rough comparison is sufficient, however, to show that the greater steadiness of boys in Boston and of girls in Connecticut is due to differences in industrial opportunities open to the two sexes in a commercial city like Boston and in a manufacturing State like Connecticut.

Wages and earnings.—Not far from three-fourths, 73.5 per cent, of the children interviewed received less than $5 initial weekly wages in their first regular positions. As only 5.1 per cent made less than $3, the initial weekly wages of the great majority, 68.4 per cent, were from $3 to $5. Wages of from $4 to $5 were more common than those of from $3 to $4. The latter amounts were received by little more than one-fourth, 26.5 per cent, and the former by over two-fifths, 41.9 per cent, of the children.

The initial weekly wages of the boys were decidedly higher than those of the girls. Nearly one-half, 48.6 per cent, of the boys but only about one-third, 32.7 per cent, of the girls earned $4 but less than $5, while about one-fifth, 20.3 per cent, of the boys and only

[5] The material available for the Connecticut study made possible only an industrial, and not an occupational, classification.

one-twentieth, 5.2 per cent, of the girls earned $5 but less than $6. Less than $3 weekly wages were received by about one-twelfth, 8.7 per cent, of the girls, but by only 2.5 per cent of the boys.

Foreign-born children, both boys and girls, appear to have received higher initial weekly wages than native children of either native or foreign-born fathers. Not far from one-third, 31.6 per cent, of the foreign-born boys earned $5 or more, as compared with less than one-fourth of the native sons of native and of foreign-born fathers, 23.6 per cent and 23.4 per cent, respectively. This appears to have been due in part to the fact that foreign-born children, particularly boys, much more frequently worked long hours—that is, over 48 a week—than did children of any other nativity group. In part, as will be seen later, it appears to have been due to higher wages in factory and mechanical occupations in which, as already noted, foreign-born children showed a greater tendency than native to engage.

Higher initial weekly wages were received by children who went to work during the summer vacation than by those who went to work at any other time, by children who left school for other than economic reasons than by those who left school for economic reasons, and by children who secured their first regular positions through friends or relatives than by those who secured them independently or through employment bureaus or placement agencies.

Advancement in school work and employment before leaving school also seem to have exercised a favorable influence over the children's initial weekly wages in their first regular positions. Not far from one-fourth, 22.1 per cent, of the children from higher than normal grades for their ages received $5 or more, as compared with about one-sixth, 16.4 per cent, of those from normal grades and with an even smaller proportion of the retarded children. The same tendency was shown by both boys and girls. The advantage of children who had worked before leaving school was even more pronounced. Over one-fourth, 25.9 per cent, of these children, as compared with little more than one-tenth, 11.2 per cent, of those who had not worked before leaving school, received initial weekly wages of $5 or more. Nor was this due to the preponderance of boys with their higher wages among the children who had worked before leaving school, for the boys alone showed the same tendency.

Wages in factory and mechanical occupations were higher for both boys and girls than in clerical and other similar occupations. In part, at least, because of comparatively high wages received by boys as apprentices and helpers in skilled trades, over two-fifths, 41.8 per cent, of the positions held by boys in the entire group of factory and mechanical occupations paid initial weekly wages of $5 or more. Although girls received these wages in only about one-sixth, 16.8 per

cent, of their positions in factory and mechanical occupations, this proportion was higher than for their positions in clerical and other similar occupations, which was less than one-tenth, 9 per cent. The difference between these two main groups of occupations was due primarily to the unusually low wages received by both sexes, but particularly by girls, in positions for cash and messenger work in department stores. The most frequent wages for this occupation were $3 but less than $4, and less than $5 a week was received in not far from nine-tenths, 87.8 per cent, of all these positions and in over nine-tenths, 91.8 per cent, of those held by girls. Office work showed the highest proportion of positions in which the initial weekly wages were $5 or more, but the positions held by boys in messenger, errand, and delivery work, like those in cash and messenger work in department stores, carried lower wages than positions in the entire group of clerical and other similar occupations.

Piecework was particularly common in factory and mechanical occupations, and, although in general wages were lower in piece than in time work positions, girls appear to have earned the higher rates of wages more often when engaged in piecework. Children were paid by the piece in only about one-eighth, 12.6 per cent, of all their positions, but in about one-third, 33.2 per cent, of those in factory and mechanical occupations, and in nearly three-fifths, 59.8 per cent, of those in shoe factories alone. The only other type of occupation in which any considerable proportion of positions involved piecework was "packing, wrapping, labeling, and shipping-room work," and in less than one-sixth, 15.4 per cent, of these positions were the children paid by the piece. For both sexes combined, the initial weekly wages were decidedly higher in time work than in piecework positions. Nevertheless, girls, who held nearly seven-tenths, 69.3 per cent, of all the piecework positions, received wages of $4 or more in 54.5 per cent of their piecework, as compared with only 49.6 per cent of their timework positions, and $6 or more in 7.7 per cent of their piecework, as compared with only 3.3 per cent of their timework positions.

Initial weekly wages do not represent the rate of compensation received by these children during the whole of the period before their sixteenth birthdays, for in two-fifths, 40.5 per cent, of all the timework positions held for three months or more their wages were raised, and in over one-fourth, 28.6 per cent, the increases amounted to $1 or more a week. Although office work was, for boys, the occupation which showed the largest proportion, 52.8 per cent, of positions in which wages were increased, in general the children appear to have been most likely to receive increases in the occupations in which their initial wages were lowest. Thus both boys and girls received wage increases in a larger proportion of positions in clerical and other

similar occupations than in factory and mechanical occupations. Girls also received a larger proportion of increases which amounted to $1 or more in clerical occupations, but for boys the larger proportion of such increases was found in factory and mechanical occupations. In 43.4 per cent of the positions held by boys for messenger, errand, and delivery work the wages were increased, but in only 29.5 per cent of them did the increase amount to $1 or more. Girls received increases in a larger proportion, 60.8 per cent, of their positions which lasted three months or longer for cash and messenger work in department stores than in any other occupation, and in almost one-half, 49 per cent, of these positions the increase amounted to $1 or more. Evidently the girls who secured fairly permanent positions in this occupation fared better than would be indicated by the low initial wages paid in their first positions.

Both because of increases in particular positions and because of changes in positions, before the date of the interview many of the children were earning more than in their first regular positions. Of those who had been at work for a year or more, the great majority, 69.4 per cent, were receiving higher, and a very small proportion, only 5.9 per cent, lower wages when interviewed than when they began work. In the majority of cases their increases amounted to less than $2, the largest number being in the group $1 but less than $2. Twenty children had received increases of $4 or more. The proportion of girls whose wages had increased was nearly as high as that of boys, and the porportion who had received increases of $2 or more was higher. Nevertheless, decreases occurred in the wages of a larger proportion of girls than of boys.

Although the foreign-born children had the advantage in initial weekly wages, in wage promotions they appear to have been not so well off as the native children, and particularly as the native children of native parentage. Increases of $2 or more were received by less than one-fourth, 23.1 per cent, of the foreign-born children, but by more than one-fourth, 27.9 per cent, of the native children whose fathers were foreign born and by about three-tenths, 30.1 per cent, of those whose fathers also were native. At the same time decreases in wages were reported by 7.7 per cent of the foreign-born children but by only 5.5 per cent of the native children whose fathers were foreign born and 4.9 per cent of those whose fathers also were native.

Retardation appears to have exercised an unfavorable influence, not only over initial weekly wages, but also over wage increases. Only about three-fifths, 59.1 per cent, of the retarded children, as compared with not far from three-fourths, 72.7 per cent, of the children from normal grades and with more than three-fourths, 77.7 per cent, of those from higher grades than normal for their ages,

received increases in wages between their first regular positions and the date of the interview. Moreover, the increase amounted to $2 or more for only about one-fifth, 19.9 per cent, of the retarded children, as compared with three-tenths, 30.2 per cent, of the children from normal grades and with an even larger proportion, 31.3 per cent, of those from higher grades than normal for their ages.

The figures for wage increases in connection with average duration of positions seem to indicate that frequent changes are not desirable. The "steady" workers, it was found, were more likely than any other group of children to receive increases. Over three-fourths, 76.4 per cent, of the children classed as "steady," as compared with only 68.5 per cent of those classed as "active" and 65.4 per cent of those classed as "restless," received wage increases. The increases received by the "steady" workers were also, in general, more substantial than those of other children. Increases of $2 or more were reported by 30.4 per cent of the "steady," by 29 per cent of the "active," and by 24.2 per cent of the "restless" children. Although these larger proportions of wage increases and of fairly substantial increases among the "steady" workers may have been due in part to the fact already shown that these children were less frequently than any other group retarded in their school studies, it appears probable at least that the children who change their positions frequently are not the ones who secure most rapid advancement in wages.

The average monthly earnings, which depend not only upon weekly wages and increases in weekly wages but also upon amount of unemployment, differed for children who had been at work more, and for those who had been at work less, than one year. For those who had been at work for a year or more the average monthly earnings of both sexes were $16.68, slightly higher than for the children with shorter work histories, $16.62. Although the difference amounted to only 6 cents, the children with the longer work histories had more unemployment and would, therefore, be expected to show lower earnings, so that even this slight difference appears to suggest again that the wages of children tend to rise slightly with increased industrial experience. Many of the children whose industrial histories had lasted less than a year, however, had been at work for too short periods to have had typical percentages of unemployment and, therefore, typical average earnings, and for that reason the following discussion relates only to those who had been at work for a year or more. The boys, as would be expected from their higher initial weekly wages and their lower percentage of unemployment, had larger monthly earnings than the girls, $17.90, as compared with $15.06. But the higher initial wages of foreign-born boys were not sufficient to counterbalance their comparative failure to secure wage advances and their high percentage, 16.9 per cent, of unemployment. The highest aver-

age monthly earnings, therefore, $18.44, were received by the native boys whose fathers also were native. The native girls of native parentage, on the other hand, who were unemployed not far from one-fourth, 22.9 per cent, of their time, received lower average monthly earnings, $13.98, than the girls of any other group.

The children who had completed normal grades for their ages, owing to their higher initial wages, their greater success in obtaining increases, and their smaller amount of unemployment, received decidedly higher average monthly earnings than did the retarded children, $17.24, as compared with $15.35, and for the same reasons the advanced children received slightly higher monthly earnings, $17.34, than did the normal children. The boys of these different groups showed the same tendency as both sexes combined, but the girls from higher grades than normal had such a large amount of unemployment, due to their selection of occupations, that their average monthly earnings, $14.11, fell behind those of the girls from normal grades, $15.87, and were only a trifle higher than those of retarded girls, $14.07.

The tendency already noted for wages to rise with increased industrial experience was found mainly among children who were advanced in their school work, though also to a certain extent among those from normal grades. The retarded children, on the other hand, showed exactly the opposite tendency—for wages to fall with increased industrial experience. In spite of a markedly unfavorable percentage of unemployment, the average monthly earnings of children from higher grades than normal who had been at work for a year or more were $1.20 more than those of the same class of children who had been at work less than a year. Even for children from normal grades, with only a comparatively slight disadvantage in the matter of unemployment, a difference in earnings of 21 cents in favor of the children with longer work histories was found. But the average monthly earnings of retarded children who had been at work for one year or more were actually 70 cents lower than those of retarded children who had been at work less than one year, though the difference in amount of unemployment was smaller than for any other group of children.

Decided differences in average monthly earnings corresponding to those in percentages of time unemployed were found between "steady," "active," "restless," and "unsteady" workers. For example, the "steady" workers made nearly twice as much, $19.54, on an average, as the "unsteady" workers, $10.71. Less difference was found among the boys, but the average monthly earnings of the "steady" girls were $18.15, as compared with only $7.30 earned by the "unsteady" girls.

Hours of labor.—In more than three-fourths, 76.9 per cent, of their positions the children interviewed worked either between 36 and 48 or exactly 48 hours a week. In nearly two-fifths, 39.1 per cent, they worked exactly 48 hours. The hours in most occupations were for a large majority of the children from 36 to 48, inclusive, and these may therefore be considered to be the customary hours for both boys and girls. For both sexes, moreover, the hours in the last positions held appear to have been much more likely to be within these limits than those in the first positions. Not only did children work over 48 hours but they also worked less than 36 hours, in a smaller proportion of last than of first positions.

The hours in factory and mechanical occupations were more often than in clerical and similar occupations either from 36 to 48 or exactly 48 a week. These two groups together included more than four-fifths, 83.5 per cent, of all the positions in factory and mechanical occupations, and over nine-tenths, 92.9 per cent, of those in shoe factories. In not far from two-thirds, 64.3 per cent, of the shoe factory positions the hours were exactly 48 a week. In less than three-fourths, 74.1 per cent, of the positions in clothing factories and other needle trades, on the other hand, were the hours from 36 to 48, inclusive, and in little over one-fifth, 21.1 per cent, were they exactly 48. Although a somewhat smaller proportion of the positions in clothing factories and other needle trades than of those in the entire group of clerical and other similar occupations required from 36 to 48 hours, inclusive, the special occupations included in the latter group showed wide variations. Thus in cash and messenger work in department stores the hours were either between 36 and 48 or exactly 48 in more than nine-tenths, 92.5 per cent, of all positions, while in messenger, errand, and delivery work these were the weekly hours in less than three-fourths, 73.3 per cent, of all positions.

Positions with unusual hours—that is, with hours of either less than 36 or more than 48 a week—were most common in proportion to the number of positions in personal and domestic occupations. Much the largest number of such positions, however, was found in messenger, errand, and delivery work, and the next largest in work as operatives in clothing factories and other needle trades. In nearly half, 49.4 per cent, of all positions in personal and domestic occupations, and in over one-half, 51.1 per cent, of those held by girls, the weekly hours were either less than 36 or more than 48. Nevertheless, of the 84 positions in which the children worked less than 36 hours a week, or less than the six hours a day required by law for exemption from school attendance, only 13 were in personal and domestic occupations as compared with 37 in messenger, errand, and delivery work. And of the 297 positions in which the children worked more than 48 hours a week, or more than the hours permitted by law in

most occupations, only 31 were in personal and domestic occupations, as compared with 147 in messenger, errand, and delivery work, and 39 in clothing factories and needle trades. About one-fifth of the positions in each of these two latter occupations, 19.5 per cent of the messenger, errand, and delivery work positions and 21.1 per cent of the clothing factory and other needle trades positions required more than 48 hours' work a week.

The hours of girls, doubtless because of the occupations entered, appear to have been much more frequently than those of boys either from 36 to 48 or 48 a week. On the other hand, the hours were less than 36 in a larger proportion and more than 48 in a decidedly larger proportion, of the positions held by boys than of those held by girls.

The fact that foreign-born boys worked long hours—that is, over 48 a week—much more frequently than the boys of any other nativity group may account for their comparatively high initial weekly wages. In more than one-fourth, 27.5 per cent, of all their positions the hours were over 48, as compared with about one-sixth, 17.4 per cent, of the positions held by the native sons of foreign-born fathers and with only about one-eighth, 13.6 per cent, of those held by the native sons of native fathers.

The conclusion that this greater tendency to take positions with long hours of labor is the true explanation of the high wages of the foreign-born boys appears to be confirmed by the fact that, in general, the higher rates of wages were found to have been paid in positions involving long hours and the lower rates in positions involving comparatively short hours. In nearly one-fourth, 23.1 per cent, of the positions in which boys received initial weekly wages of $5 or more, but in only about one-sixth, 16.4 per cent, of those in which their initial weekly wages were less than $5, were their hours over 48 a week. The wages of the girls, like those of the boys, were distinctly affected by their hours, and in the same way.

Reasons for leaving positions.—As the information obtained from the children who were interviewed in regard to their reasons for leaving positions is probably more accurate than that obtained from the continuation-school records, only the figures for the interviewed children are here used. Even for this group it should be remembered that the figures probably understate the number of cases of "lay offs," because children would be more likely to state that they had left because of dissatisfaction when actually they had been discharged, than to state that they had been discharged when they had actually left because they were dissatisfied with their positions. Moreover, the group of children interviewed, primarily because they were all at work on the date of the interview, contains an abnormally small proportion of children who left positions in order to return to school.

More positions were left because children were "laid off" than because they were dissatisfied with their positions, 42.5 per cent as compared with 37.8 per cent. For the girls alone the difference was even greater; practically one-half, 49.5 per cent, of the positions held by girls, as compared with little more than one-third, 36.8 per cent, of those held by boys, ended with a "lay off."

Probably a considerable majority of these discharges, however, were not due to any fault on the part of the children but solely to the character of the industries in which they were employed. All three of the occupations in which over two-fifths of the terminated positions held by both sexes ended in discharge were more or less seasonal in character; and in all three, girls were more commonly employed than boys. These three occupations were work as operatives in clothing factories and other needle trades, "packing, wrapping, labeling, and shipping-room work," and cash and messenger work in department stores. The latter occupation, in which girls held about three-fourths of all the positions, was mainly responsible for their higher proportion of "lay offs." In this occupation not far from seven-eighths, 85.5 per cent, of all positions, and nearly nine-tenths, 89.7 per cent, of those held by girls, ended with a "lay off."

Discharges because the work was temporary, business was dull, or for some unassigned reason accounted, moreover, for the termination of over one-half, 50.4 per cent, of the positions left by native girls of native parentage—who were most commonly employed in cash and messenger work in department stores—as compared with only 38.3 per cent of those left by native girls whose fathers were foreign born and by an even smaller proportion, 29.5 per cent, of those left by foreign-born girls. Although native boys whose fathers were foreign-born were more frequently "laid off" for these reasons than any other group of boys, even for them the proportion of positions, 25.1 per cent, terminated in this way was less than for any group of girls.

Owing to the large number of positions from which girls were "laid off" all other reasons were naturally given less frequently by them than by boys. Thus dissatisfaction with their positions was the reason given for the termination of about two-fifths, 40.6 per cent, of the positions held by boys but less than one-third, 31.9 per cent, of those held by girls. Dissatisfaction was not only the chief reason for leaving positions for messenger, errand, and delivery work, but also for leaving places in personal and domestic occupations and in shoe factories. Moreover, the differences were found to be so pronounced between the proportion of positions left by boys and that left by girls because of too hard work or too long hours, 7.9 per cent as compared with 4.6 per cent, that it appears probable that the boys, doubtless because they were more frequently employed for long

hours and at heavy work, tended actually to leave positions because of excessive physical demands more often than did the girls. The boys, moreover, appear to have been much more successful than the girls in securing new positions before leaving their old ones.

As would be expected from their choice of occupations, the girls who had completed higher grades than normal for their ages were more likely to be "laid off" than any other group, and those from normal grades were more likely to be "laid off" than those who were retarded. Considerably more than one-half, 55.3 per cent, of the positions held by advanced girls, as compared with 53.6 per cent of those held by normal girls and with only 37.9 of those held by retarded girls, were terminated for this reason. Retarded boys, on the other hand, were "laid off" in a larger proportion of cases, 37.4 per cent, than advanced boys, 36.6 per cent, or than normal boys, 34.5 per cent.

As retarded children received lower initial wages and fewer wage advances than normal or advanced children, it is not surprising to find that they more frequently left positions because of low wages. Not far from one-eighth, 11.5 per cent, of the positions left by retarded children, as compared with only 4 per cent of those left by advanced and 6.2 per cent of those left by normal children, were terminated for this reason.

In the matter of "lay offs," as in amount of unemployment, number of wage increases, and average monthly earnings, the steadier workers appear to have been more fortunate than those who shifted their positions frequently, and the more frequent the shift the larger the proportion of cases in which the children were "laid off." So many positions held by children classified as "steady" had not been terminated by the date of the interview that no comparison can be made for this group. But the proportion of terminated positions from which "active" workers were "laid off" was only 37.2 per cent, as compared with 41.3 per cent for "restless" and 45.3 per cent for "unsteady" workers. At the same time at least a partial explanation for differences in amounts of unemployment is found in the fact that, before leaving their old positions, "active" workers much more frequently than "restless" workers, and the latter than "unsteady" workers, secured new places which they believed, at least, to be better.

Sickness and accidents.—At the time of this study the physical examination given children applying for certificates in Boston rarely resulted in the refusal of a certificate, and in this examination and certification little attention was paid to the occupation in which the child was to be employed. Moreover, the records of the physical examinations which had been given the children studied were too

incomplete to use as a basis for any statistical statement. Every child interviewed was questioned, however, in regard to all cases of sickness or accident which had occurred to him between the time he took his first regular position and the date of the interview, and the records of the Massachusetts Accident Board were searched for reports of accidents to these children. The information given by the children has, of course, no medical value and is probably not even complete. Nevertheless, from these two sources a rough estimate, at least, could be obtained of the number of cases of sickness or accident and the amount of time which they caused the children to lose from work.

At least one case of sickness since leaving school for work was reported by more than one-third, 36 per cent, of the children interviewed. A larger proportion of the girls than of the boys, 37.9 per cent, as compared with 34.6 per cent, reported sickness. All four of the children who reported three cases each and 21 of the 34 who each reported two cases of sickness were girls. Less than three-fourths, 71.3 per cent, of the children who reported sickness, however, stated that they had lost time on account of it, and a smaller proportion of the cases among girls than among boys, 66.9 per cent, as compared with 75.3 per cent, resulted in loss of time from work. A case of sickness during a period of unemployment, it should be noted, was not classified as having caused loss of time from work even though it may have delayed the child in securing a new position.

Accidents were not so common as was sickness. Nevertheless, nearly 1 child out of every 12, 8 per cent, had suffered some accident, either in the course of his work or otherwise, since taking his first regular position. Although the boys, as has been seen, did not so often suffer from sickness as did the girls, they appear to have been decidedly more liable to accidents. Less than one-twentieth, 4.3 per cent, of the girls, but more than one-tenth, 10.7 per cent, of the boys, reported some accident. Moreover, two boys and one girl reported three or more, and three boys and one girl reported two accidents each. Almost two-thirds of these accidents, and about the same proportion for girls as for boys resulted in loss of time from work.

Sixty accidents, about seven-tenths of the entire number, occurred while the children were at work. Of the accidents which occurred to boys alone, however, only about 6 in every 10 occurred during the course of employment. Probably because of the fact already shown that girls more often than boys were employed in machine work, most of their accidents, but only a few of those to boys, were caused by machinery. On the other hand, the more frequent employment of boys in messenger, errand, and delivery work is reflected in the fact that nine of their accidents, but none of those to girls, were caused by elevators or vehicles.

The amount of time lost from work on account of both sickness and accident was small as compared with the amount lost on account of unemployment. The children who had been at work for one year or more lost through sickness or accident 2.6 per cent of their working time—the girls more than the boys, 3 per cent as compared with 2.4 per cent. This does not mean, however, that these children were in good health during all the rest of the time between leaving school and the date of the interview. Not only were some of the illnesses and accidents from which the children suffered too trivial to cause absence from work, but no sickness or accident which occurred during a period of unemployment was considered to have caused loss of time from work even though it may have prevented the child from securing another position promptly.

Violations of law.—The story of child labor in Boston presented in this report, except for the work of interviewed children before leaving school, covers a period of three years, at the very beginning of which there went into effect a series of acts not only establishing higher standards for child labor but making important changes in the employment certificate system and reorganizing completely the labor law enforcement machinery of the State of Massachusetts. These three years include a period during which employers, parents, and children had to be educated to an understanding of a new law which required that employment certificates be secured for each separate position, that the hours of children be limited to eight a day, and that working children attend continuation school. This education, too, had to be given mainly by an agency which was itself in process of organization and which had many other heavy responsibilities.

These conditions, as well as the fact that the information as to violations rests entirely upon the unverifiable statements of the children, should be considered in connection with the cases of violation of child-labor laws discovered in the course of this study. At the same time it should be remembered that for many years certificates of some sort had been required in Massachusetts for the employment of children, and that in many, if not most, occupations their hours had been limited to 10 a day and 54 or 58 a week. Moreover, not only did there seem no reason to doubt that in most instances the child's statement was substantially correct but in case of the slightest doubt the work was classified as legal. The figures, therefore, include only definitely reported violations of some provision of law.

Failure to comply with the provisions of the child-labor law were particularly common in positions held before the children left school for work. About three-fifths, 60.8 per cent, of the children who worked before leaving school had violated one or more of the pro-

visions of the child-labor or the compulsory-school-attendance law in one or more of their school positions. Many of these positions, moreover, were held before September 1, 1913, and in these cases the law violated was not the new one of that year but the older law with its lower standards. Perhaps, in part, because a larger proportion of the girls were over 14 before they took their first school positions, fewer of them than of the boys, only 38.6 per cent as compared with 64.3 per cent, were employed in violation of the law in positions held before leaving school.

Both "factory and mechanical" and "clerical and similar" occupations showed higher proportions of school positions in which violations of law occurred than their proportions of all school positions. The difference was greatest in messenger, errand, and delivery work, which accounted for less than half, 47.6 per cent, of all school positions but for nearly three-fourths, 74.5 per cent, of those in which violations occurred. In domestic service, on the other hand, no legal restriction except that of the compulsory-school-attendance law existed, while in some of the other occupations included under personal and domestic occupations—for example, bootblacking—the standards of legal protection for children were comparatively low. Because of this comparative lack of law, violations were rare in the entire group of personal and domestic occupations.

In many school positions more than one violation occurred. Thus, though violations were found in only 235 positions, in 71 there were two violations, in 32 three, and in 5 four, so that in all 385 violations of different kinds were counted. Employment under legal age was the most common and accounted for about two-fifths, 40.3 per cent, of the entire number. Next came night work, which accounted for not far from one-third, 31.9 per cent. Both these were especially common in messenger, errand, and delivery work, in which boys were often employed as delivery boys for small stores and as peddlers' helpers on Saturdays and after school hours. About one-eighth, 11.9 per cent, of all the violations consisted in failure to obtain employment certificates, and in most of the other cases, 14.8 per cent of the entire number, the children worked too long hours. In only 3 cases did they report that they had been employed during school hours.

Even in their regular positions practically one-half, 49.8 per cent, of the children were employed at some time in violation of some provision of the child-labor law; and, as in the case of school positions, a considerably larger proportion of boys than of girls, 57.7 per cent as compared with 39 per cent, were illegally employed. It was found, too, that illegal employment was somewhat more common among foreign-born children than among native children of foreign-born fathers, and decidedly more so than among native children of native fathers.

Children who had worked before leaving school and those who were retarded in their school work were both especially prone to violate the child-labor law in one or another of the positions which they held after leaving school. About three-fifths, 60.7 per cent, of the boys who had worked before leaving school, as compared with 53.3 per cent of those who had not, were illegally employed in some regular position. Among the girls, however, a somewhat larger proportion of those who had not worked were illegally employed. The proportion of retarded children who violated the child-labor law in one or another of their regular positions was considerably over half, 55.4 per cent, while that of children from normal grades was decidedly less than half, 46.2 per cent. Owing entirely, however, to a greater tendency of boys from higher grades than normal to work illegally, the proportion of advanced children who violated the child-labor law was higher than that of normal children, 49.3 per cent.

Certification violations.—Although only 1 child in every 20, 5 per cent, had worked in a first regular position without the certificate required by law, more than 1 in every 8, 13.6 per cent, had worked illegally without a certificate in at least one position before the date of the interview. Evidently the children were more likely to violate the law in this way in later than in first positions—a fact which suggests that some, at least, of these violations may have been due to lack of familiarity with the new law which required a separate certificate for each different position. In this connection it should be noted also that the foreign-born children—among whom and among the employers of whom knowledge of the requirements of the new law would be likely to spread most slowly—though least likely to work without certificates in their first regular positions, were most likely to work without certificates in later positions. The largest proportion of children who held one or more illegally uncertificated positions was found, too, among the children of foreign-born fathers of non-English-speaking nationalities, and specifically among the children of Russian Jewish fathers. Of all the children of foreign-born fathers the Irish showed the smallest proportion who held such positions.

The preceding figures relate only to positions for which certificates were never secured. Often, however, in positions for which certificates were eventually secured they were not taken out until the children had been at work for some time. For instance, about one-tenth, 9.4 per cent, of the children did not take out certificates for their first regular positions until they had been at work more than 10 days. In many cases these children may have been found at work by school-attendance officers or factory inspectors who ordered that they secure employment certificates or be discharged.

Late certification, unlike failure ever to secure a certificate, was most common among native children of native fathers and least common among foreign-born children. This was due entirely, however, to the greater frequency of late certification among native boys of native parentage.

Both failure to secure certificates required by law and late certification in first regular positions were decidedly more common among children who went to work during the summer vacation than among those who went to work at any other time. Of the children who went to work during a summer vacation 8 per cent were illegally not certificated and 17.9 per cent were certificated late, while of those who went to work at some other time only 3.8 per cent were illegally not certificated and 6.2 per cent were certificated late. In both cases the difference was more pronounced among the boys. More than one-third, 36.4 per cent, of the boys who went to work during the summer vacation, as compared with only about one-ninth, 11.3 per cent, of those who went to work during the school year, were either illegally not certificated or certificated late.

The children from normal and higher than normal grades for their ages, in part probably because of their greater tendency to go to work during the summer vacation and in part because of the occupations they entered, were more likely than the retarded children both to work illegally without certificates and to be certificated late in their first regular positions. One or the other violation of the employment certificate law was found in the first regular positions held by nearly one-fifth, 19.1 per cent, of the advanced children and by over one-sixth, 16.9 per cent, of the normal children, but by only about one-twelfth, 8.6 per cent, of the retarded children. The tendency of children from higher grades than normal more frequently than those from normal grades to violate the certificate law was due entirely to the boys; but both normal girls and normal boys showed a greater tendency than did retarded girls and retarded boys to be illegally not certificated or certificated late in their first regular positions.

Perhaps because so many of them had already violated the child-labor law without difficulty, the children who had worked before leaving school were more likely to be employed without certificates in their first regular positions than were those who were going into industry for the first time. Moreover, the children who had worked before leaving school were decidedly more likely to neglect to secure certificates until after they had been employed for more than a week.

Although the method of obtaining positions seems to have had much less influence than the occupation entered over whether or not certificates were secured, it is interesting to note that both illegal failure to secure certificates and failure to secure them on time were particularly common in positions obtained through private

employment agencies. This was probably due, however, to the character of the positions filled by such agencies. The employer is primarily responsible for having a certificate on file for the child. It is upon him, and not upon the child, that the penalties of the labor law fall in case of violation. In positions, therefore, in which the employer understands the legal requirements and is careful to obey them a child is not likely to work in violation of the certificate law. These positions, moreover, are most likely to be found in establishments where a number of children are employed and where, consequently, some system of employment and of keeping certificates has been developed. Violations of the certificate law, on the other hand, are most likely to occur in positions where the employer hires, more or less casually, only a single child.

Because of the prevailing number of children working for a single employer in the different kinds of positions it is not surprising to find that in factory and mechanical occupations the children were either illegally not certificated or certificated late in only one-ninth, 11.1 per cent, of all their positions, whereas in personal and domestic occupations they violated the certificate law in over two-fifths, 43.8 per cent, and even in office work in not far from one-fourth, 23.8 per cent, of their positions. Nor is it surprising to find a considerable variation in the different occupations classified as factory and mechanical. In only 2.5 per cent of the shoe factory positions, for example, was the certificate law violated, but violations occurred in 17.8 per cent of all the positions in clothing factories and other needle trades, an industry in which the establishments were decidedly smaller.

The greater frequency with which girls complied with the requirements of the certificate law, both by securing certificates and by securing them promptly, is accounted for in part, but not wholly, by their more frequent employment in the occupations, especially factory and mechanical occupations, in which more than one child were commonly employed in an establishment and in which the employers were most likely to be familiar with the law. Of the factory operative positions precisely the same proportion, 4.3 per cent, of those held by girls as of those held by boys were illegally not certificated, and precisely the same proportion, 5.7 per cent, were certificated late. Nevertheless, in the occupation in which the largest number of boys was employed—messenger, errand, and delivery work—both lack of certification and late certification were more common in positions held by boys than in those held by girls; and in all positions for cash and messenger work in department stores, although only five such violations were found, three of these five positions were held by boys. It appears probable, therefore, either that girls were more careful to secure certificates or that employers were more careful to demand them for girls.

Hour violations.—Five provisions of law, one of the school-attendance law and four of the labor law, related to hours of labor. A child could work too short hours, less than 6 a day or 36 a week, while school was in session; such short hours did not legally entitle him to exemption from school attendance. On the other hand, he could work too long hours, either by the day or by the week; and he could be employed at night or 7 days a week. Each kind of violation could occur in combination with other kinds.

One or more of these five legal provisions as to hours were broken in over one-fifth, 21.2 per cent, of all the positions held by the children interviewed. Moreover, violations did not usually occur singly. In about three-fourths of all the positions in which any violation occurred more than one provision of the law were broken; and in over one-fourth three or four provisions were broken. In four cases children were employed in violation of all four provisions of the labor law, too long hours a day and a week, at night, and 7 days a week.

The most common violation was too long daily hours, and the next was too long weekly hours. In over one-sixth, 17.5 per cent, of all the positions held, the provisions of law relating to daily hours were violated, and in about one-seventh, 14.2 per cent, those relating to weekly hours were violated. Usually too long daily hours meant also too long weekly hours. In over three-fourths, 78.3 per cent, of the positions in which a violation of daily hours was found one of weekly hours was also found. Moreover, too long weekly hours rarely—in only nine cases—occurred except in connection with too long daily hours. Frequently, too, when children were employed too long daily or weekly hours, or both, they were also employed at night, and occasionally they were required to work 7 days a week. In about 1 position in 12, 8.4 per cent, the children were employed in violation of the night work provision, but in only about 1 in 100 were they employed in violation of the 7-day provision of the law. In a few positions—about 1 in 50—they worked less than the 6 hours a day or 36 a week required for exemption from school attendance, and in some of these cases too short weekly hours were combined with too long daily hours or too short daily or weekly hours with night work.

In 36 positions, also, about 1 in every 50, although no violation was found because the law limiting hours did not apply to the particular occupations, the hours were excessive—that is, longer than permitted by the law in occupations which it covered. Most of these positions were in domestic and personal occupations and were held by girls.

Boys were much more frequently employed in violation of the provisions of law relating to hours of labor than were girls. Violations occurred in over one-fourth, 26.3 per cent, of the positions

held by boys, but in only about one-seventh, 14.7 per cent, of those held by girls. Each different kind of violation, too, was more common among boys. In over one-fifth, 21.4 per cent, of the positions held by boys, but only about one-eighth, 12.6 per cent, of those held by girls, the daily hours were too long; and in over one-sixth, 17.9 per cent, of the positions held by boys, but less than one-tenth, 9.6 per cent, of those held by girls the weekly hours were too long. In the case of night work the difference was even greater, 13.2 per cent as compared with 2.2 per cent; and of the 19 positions in which children were required to work 7 days a week, 15 were held by boys. Even undertime was slightly more common among boys than among girls.

These differences between boys and girls were due in large part to the occupations in which they were employed. As in the case of certificate violations, too long as too short hours were most likely to occur in occupations in which as a rule only one child was hired by an employer. In messenger, errand, and delivery work positions, for example, in which boys largely preponderated, violations of the law relating to hours occurred in nearly three-tenths, 29.6 per cent, and in the entire group of clerical and other similar occupations in not far from one-fourth, 23.4 per cent, of all the positions held. In factory and mechanical occupations, on the other hand, in which girls preponderated, the law relating to hours was violated in less than one-sixth, 16.2 per cent, of all the positions.

The differences found in the number of hour violations between children of the various nationality groups also appear to be due primarily to occupation. For example, it was found that the children of foreign-born fathers, especially those of non-English-speaking nationalities, were more likely than the children of native fathers to be employed too long hours; and at least two occupations in which these children were largely employed, "selling" and operative work in clothing factories and other needle trades, showed particularly high proportions, 44.7 per cent and 24.9 per cent, respectively, of positions in which some legal provision relating to hours was violated. Most of the selling positions were in small shops or similar places where only one child was employed, and even the clothing factories and other needle-trades establishments in which children were employed were in many cases small and conducted by foreign-language-speaking employers. In shoe factories, on the other hand, where the establishments were usually large and hired many children of native fathers and of foreign-born fathers of English-speaking nationalities, little more than one-twentieth, 5.5 per cent, of the positions involved hour violations.

In occupations in which children often worked without certificates or were certificated late, they were frequently employed also in vio-

lation of the legal provisions relating to hours of labor. In little more than one-eighth, 13.3 per cent, of all the positions in which the hours were legal and not excessive, but in nearly three-tenths, 29.6 per cent, of those in which the hours were illegal the children had either failed illegally to take out certificates or had taken them out late.

Although this was probably due in part to greater carelessness as to hours when the children were working without certificates, it was primarily due to the fact that violations of the certificate law and of the law relating to hours of labor were both most likely to occur in occupations in which employers usually hired only a single child. In many of these cases the employer, either because of inexperience or because of lack of familiarity with the English language, may have had imperfect knowledge of the requirements of the law. These small employers, of course, are most difficult to reach by an educational campaign or by visits of labor-law inspectors.

Occupations, hours, and wages three years later.—The questionnaires sent the children in December, 1918, about three years after they had been interviewed and at a time when the war had created unusual demand for labor and unusually high wages, were answered by only about two-fifths, 39.8 per cent, of the children, 38.2 per cent of the boys and 42.4 per cent of the girls. Moreover, of the 182 boys who replied, 37—and doubtless many of those who failed to reply—had enlisted in the United States military or naval service and were therefore omitted from the comparisons of occupations, hours, and wages in 1918. Among the children who answered, a somewhat larger proportion had been in higher grades and a somewhat smaller proportion in lower grades than normal when they left school than among all the interviewed children; and for this reason, as well as because the children who were not doing well would perhaps be less likely to answer, this group may have been somewhat more prosperous, on an average, than the children who were not located or failed to reply. Nevertheless, it is believed that this bias is not great enough to prevent the figures from being roughly indicative of the progress made by the entire group of children during this period. These figures, especially those relating to wages, should not, however, be considered as indicative of the progress usually made by working children in normal times.

When the children answered this questionnaire they were all from 17 to 19 years of age and were, therefore, still minors and subject to certain restrictions in hours and occupations as well as to the requirement that, in most positions, they hold educational certificates. They were no longer, however, subject to the 8-hour law or obliged to attend continuation school, and their choice of occupations was wide as compared with the choice they had before they became 16.

Wider opportunities, combined with the greater strength, experience, and training which the children must have acquired during this period, are doubtless responsible for their drift away from messenger, errand, and delivery work, and from cash and messenger work in department stores. The first of these occupations accounted for only about one-sixteenth, 6.5 per cent, of the positions held in 1918, as compared with not far from two-fifths, 38.8 per cent, of those held before the date of the interview; and the last accounted for only 1.4 per cent of those held in 1918, as compared with about one-ninth, 11 per cent, of those held before the date of the interview.

All three of the other occupations included in the main group of clerical and similar occupations furnished, on the other hand, larger proportions of the positions held three years later than of those held before the children were interviewed in the continuation school. In office work, although both sexes increased, the greater increase was among the girls. More than one-eighth, 13.7 per cent, of the girls were engaged in 1918 in office work—an even larger proportion than of the boys, which was only about one-ninth, 11 per cent. Both in selling and in "packing, wrapping, labeling, and shipping room work," however, the positions held by boys showed a greater rate of increase than the positions held by girls.

In spite of these increases the proportion of positions in clerical and other similar occupations fell, because of the drift away from messenger, errand, and delivery work and from cash and messenger work in department stores, from nearly two-thirds, 64.2 per cent, before the interview to not much over one-third, 36.1 per cent, three years later. At the same time the proportion in factory and mechanical occupations rose from less than one-third, 30.3 per cent, before the interview to considerably over half, 54.3 per cent, three years later. This tendency to enter factory and mechanical occupations as they grew older was particularly pronounced among the boys, and was due in large part to their employment as apprentices or helpers in skilled trades—occupations from which they had been in most industries debarred before their sixteenth birthdays by the legal prohibition of work on or about dangerous machinery. In nearly three-tenths, 29 per cent, of their positions in 1918, as compared with less than one-fortieth, 2.3 per cent, of those which they held before the date of the interview, the boys were employed as apprentices or helpers in skilled trades. Even in factory operative positions, however, perhaps also because of the removal of legal restrictions, there was a decided increase in the proportion of positions held by both boys and girls. But both sexes showed a pronounced tendency to leave shoe and clothing factories, where they had been so largely employed when younger, for other types of manufacturing industries.

In each nativity group the children showed the same drift away from carrying positions toward heavier and more skilled work; but the tendency to transfer to factory and mechanical occupations as they grew older was more pronounced among the children of native fathers than among those of foreign-born fathers, and among the children of foreign-born fathers of English-speaking nationalities than among those of non-English-speaking nationalities. As will be remembered, in the positions which they held before the date of the interview the children of fathers of non-English-speaking nationalities were most likely, and all those of foreign-born fathers were more likely than those of native fathers, to be employed in factory and mechanical occupations. The tendencies shown by the different groups after the interview were calculated therefore to diminish the differences in occupational distribution. In 1918 a decidedly larger proportion of children of native fathers than of either native or foreign-born children of foreign-born fathers were employed as apprentices or helpers in skilled trades. But the relatively greater tendency toward factory operative positions shown in their earlier positions by the newer elements of the population was still pronounced three years later.

The differences in occupational distribution between retarded and normal children appear to have increased, instead of diminished, as the children grew older. The proportion of positions in factory and mechanical occupations held by children who had been in normal grades for their ages when they left school increased 62.9 per cent between the date of the interview and 1918. During the same period, however, the proportion held in these occupations by children who had been retarded when they left school increased 72.2 per cent. Conversely, the normal children showed a greater tendency than did the retarded children to remain in clerical and other similar occupations. This was especially true of office work, in which in 1918 only about 1 in 100, 1.1 per cent, of the retarded children, but nearly 1 in 5, 19.3 per cent, of the normal children was found.

As for hours of labor, it should be remembered that the questionnaire was answered at a time when many manufacturing establishments still had on hand large war orders. The hours in 1918, therefore, were not only much longer than those which the children had worked when they were restricted by the child-labor law, but were in many cases, doubtless, longer than they would have worked in normal times. In more than two-fifths, 43.3 per cent, of the positions held in 1918, as compared with only 15.3 per cent of those held before the children were interviewed, their hours were over 48 a week; and in nearly one-fifth, 19.2 per cent, of the positions held in 1918, as compared with only 6.4 per cent of those held before the date of the interview, the children worked 54 hours or more.

In the positions held in 1918, as in those held before they were 16, the boys more frequently worked long hours than did the girls. This was due entirely, however, to the places in clerical and other similar occupations. Over half, 51.9 per cent, of the boys employed in this group of occupations, but less than one-fourth, 23.5 per cent, of the girls, worked over 48 hours a week. In factory and mechanical occupations, on the other hand, in which the hours were over 48 in not far from half, 44.9 per cent, of all the positions held, more girls than boys were employed for these hours. Moreover, in spite of the law limiting the hours of all women to 54 a week, over one-fifth, 20.9 per cent, of the girls employed in factory and mechanical occupations, as compared with less than one-tenth, 9.7 per cent, of the boys, worked 54 hours or more.

The pressure of war work also accounts in large part for the comparatively high wages received in 1918. The removal of restrictions on their employment, as well as their greater age and experience, would doubtless have enabled the children to earn more three years after they were interviewed than they were earning at that time, and still more than when they began work. But the great demand for labor and the increased cost of living doubtless raised their wages to a decidedly higher point than they would have reached in the same time under normal conditions.

A large proportion, 57 per cent, of the children who replied to the questionnaire earned in 1918 from $10 to $20 a week; only about one-tenth, 10.7 per cent, made less than $10; but nearly one-fourth, 24.4 per cent, made from $20 to $30; and nine boys received $30 or more. Boys, as in their earlier positions, received higher wages than girls. None of the girls in 1918 made as much as $25 and only about 1 in 40 made over $20 a week. But more than half, 52.4 per cent, of the boys earned over $20 and not far from one-fourth, 22.1 per cent, over $25. Although these wages are not high, there seems to have been considerable increase when it is remembered that nearly three-fourths, 73.5 per cent, of the children interviewed had received less than $5 a week in their first regular positions.

The children from normal grades for their ages and those who had worked before leaving school—both groups in which the proportion of native children, and especially of native children of native fathers, was unusually high—appear to have continued to hold three years later the advantage in wages which they were found to have had before they were interviewed. More than one-eighth, 14 per cent, of the normal children, but only a little over one-twentieth, 5.5 per cent, of the retarded children, earned $25 or more a week in 1918. At the same time, probably because the normal children were more frequently employed in clerical and other similar occupations in which wages were lower than in factory and mechanical occupations,

a larger proportion of these children, 14 per cent, than of the retarded children, 5.6 per cent, earned less than $10 a week.

The higher wages in factory and mechanical than in clerical and similar occupations may have been due in part to a greater influence of war production; but in part it was doubtless due to a larger proportion of positions requiring some skill and experience. For boys the difference was slight. Somewhat more than half, 52.8 per cent, of the boys employed in factory and mechanical occupations, and exactly half, 50 per cent, of those employed in clerical and similar occupations, made $20 or over a week. But for girls a much greater difference was found. Over one-fourth, 25.6 per cent, of the girls employed in factory and mechanical occupations, but less than one-twentieth, 3.9 per cent, of those employed in clerical and similar occupations, made $15 or more a week.

The wage increases during the three years following the interview were large as compared with those between the first and last regular positions before the children were interviewed. All the children reported higher weekly wages in 1918 than when interviewed and more than half, 51.5 per cent, reported increases of $10 or more, while in 10 cases the increases amounted to $24 or more. As would be expected, the wage increases of boys were greater than those of girls. For both sexes, however, the period of greatest wage increase was evidently after the sixteenth birthday and, although this was due in part to the rapid changes in industrial conditions which occurred during the three years from 1915 to 1918, greater freedom from legal restrictions and wider choice of occupations, as well as increased age and strength, undoubtedly had much to do with these wage increases.

Conclusion.—As suggested in the introduction to this study, three points stand out in any consideration of public policy with regard to the industrial labor of physically and mentally half-developed children. First is the health and normal growth of the child, second his training for useful labor in adult life, and third his preparation for citizenship in a democracy. The productivity of the labor of children is of little consequence, even from a purely economic standpoint, for what an individual can produce during his years of childhood is negligible as compared with what he can produce during his adult years.

The present inquiry throws little light upon the first of these points. When it is remembered that these 5,692 children—one-third of all the children of their ages in Boston, Cambridge, Somerville, and Chelsea—were living through perhaps the most critical years of their bodily growth and development at the very time that they were being initiated into industrial life, it is evident that a far more thorough study is needed of the effects of child labor upon health than was here attempted. Before the results of this early

labor can be adequately measured it is necessary, too, that its influence over physical growth and development should be carefully considered. At present very little is known as to the effects of different occupations upon the plastic bodies of the young children who are employed in them.

As for preparation for industrial efficiency and for the duties of citizenship in adult life, this study appears to show that, for the four-fifths of these child workers who had definitely left school for industry, the period between the date of leaving school and the sixteenth birthday was in nearly all cases almost, if not completely, wasted, and that for many it was worse than wasted. Equipped with at best only a rudimentary education and guided, except in rare instances, only by chance, these children were necessarily excluded by law from all trades involving the use of dangerous machinery, and by their own ignorance and inexperience from practically all other occupations which would offer them any opportunity to acquire either mental or manual skill. In the vast majority of cases even the little dexterity which they might have obtained in a position was soon lost because as they grew older they passed on from their children's tasks to entirely different occupations.

Thus, with no opportunity to acquire industrial experience of any real value, these children drifted about restlessly from one simple task or errand position to another, on the one hand often unemployed for long periods, and on the other hand frequently obliged to work excessively, and generally illegally, long hours or at night—all for wages which averaged only $16.68 a month. Permanently handicapped, in most cases for life, by an educational training inadequate either to make them adaptable to the changing industrial conditions of modern life, or to give them the background necessary for an understanding of the duties of citizenship, they were subjected also to positive damage from irregular habits of work, from labor unadapted to their needs and capacities, and from unsuitable associations and environments.

Each of the two outstanding, yet to a considerable extent overlapping, groups of child workers found in this study—the misfits in the school system as evidenced both by retardation and by dislike of school, and the children from immigrant families—presents its own special problems. That over half the children leaving school for industry at 14 and 15 years of age had failed to complete the eighth grade; that retardation, measured by the very conservative scale adopted for this report, was very prevalent among these children; that about one-fourth of them gave as their reason for leaving that they disliked school or did not wish to go on to high school; that their entrance into industry was frequently preceded by a period, in many cases a long period, of absence from school; and that more of

them went to work just after school had opened in September than in any other month of the year—all these facts show the pressing need for the study and application of methods of training adolescent boys and girls which will make the most of whatever capacity each may possess. That some of these children, probably, were hampered by more or less feeble intellects only emphasizes the need for special training, adapted to their abilities, in order that as many as possible may be made self-supporting and self-respecting citizens instead of public burdens or public problems.

Retardation appears in many cases, however, to have resulted merely from the difficult and often painful process of being transplanted from one country to another or from being surrounded by families so transplanted. Moreover, because of their comparative failure in school, their greater poverty, their national customs, or all three combined, the children of foreign parentage, and especially those who were themselves foreign born, were more likely to leave school for industry before their sixteenth birthdays than were the children of native parentage. That nearly half the foreign-born children in the four cities, as compared with only about one-fourth of the native children, became regular workers at this early age; that only about one-third of them had completed the eighth or a higher grade; and that about half were decidedly retarded in school—these facts show comparative failure at the very point where greatest success might be anticipated in the process of transforming recent immigrants into American citizens. This failure is further evident when it is recalled that, although four-fifths of the children who took out employment certificates had been born in the United States, some seven-tenths had foreign-born fathers, and that these children of foreign parentage were handicapped, though to a less degree, in all the ways that the children who were themselves foreign born were handicapped.

The definite advantage which children from normal or higher than normal grades for their ages had over those who were retarded, in occupations, steadiness of work, initial wages, wage increases, and average earnings—an advantage which was, if anything, more pronounced three years later than at the time the children were interviewed—though in large part due to the same superior intelligence or thorough familiarity with the language and customs of the country which made the children successful in their school work, was great enough, for the boys at least, to suggest that even the small amount of education which the eighth-grade graduate could boast over the sixth-grade graduate was a real industrial asset. For the girls the effect of differences in education is blurred by the frequent employment of those who were normal or advanced in their school work in temporary positions in department stores. But this merely suggests

that, if children of school age are to be permitted to enter industry, at least, before they are allowed to take the serious step of abandoning their school studies, their employers should be required to offer them something more than a few days' work.

The problems here studied are those of practically all the larger cities of the United States, and the main facts shown, with only slight modifications due to local conditions, are probably as true of other cities as of Boston. Massachusetts, indeed, through its continuation-school law, its law requiring evening school attendance of all minors who are unable to read and write English, its eight-hour law, and other acts, has done more to improve conditions than most other States. Since the period of this study, moreover, Massachusetts has raised the educational requirement for employment under 16 to completion of the sixth grade, has elaborated its certificate system, has made continuation-school attendance compulsory in all the larger cities of the State, and has made special efforts to enforce the physical requirements for an employment certificate. Nevertheless, although the degree of damage caused by employment is thus doubtless somewhat reduced, even a child who is in perfect health and has completed the sixth grade is very poorly equipped to assume the burdens of adult life. The findings of this study point to the fact that, whether in Boston or any other similar commercial and manufacturing city, both the child and the community have more to lose than to gain by a policy which permits children to go to work when less than 16 years of age.

THE CHILDREN.

Approximately one-third, 35.2 per cent, of the children who became 14 years of age during the year ended September 1, 1914—in all, 5,692 children—in the four cities studied, took out employment certificates for gainful labor before they became 16 years of age. According to Table 1, more boys than girls went to work at this early age, 42.3 per cent of the boys as compared with only 28 per cent of the girls.

Of these children about four-fifths were native and one-fifth foreign born; about three-fifths were boys and two-fifths girls. A much larger proportion of the foreign-born than of the native children in the four cities, however, went to work before they became 16 years of age. Less than one-third, 32.3 per cent, of all native children, and less than one-fourth, 24.7 per cent, of the native girls, took out certificates. But of the foreign born nearly three-fifths, 58.3 per cent, of all children—over three-fifths, 61.7 per cent, of the boys and more than one-half, 54.9 per cent, of the girls—became wage earners before they were 16 years of age. Among the foreign born there appears less difference between the sexes in the tendency to go to work early than among the native.

TABLE 1.—*Prevalence of employment of children between the fourteenth and sixteenth birthdays, by sex and nativity; children in Boston, Cambridge, Somerville, and Chelsea who were 14 but less than 15 years of age on Sept. 1, 1914.*

Sex and nativity.	Children aged 14 but less than 15 years, Sept. 1, 1914—		
	Estimated total.[1]	Who took out employment certificates between their fourteenth and sixteenth birthdays.	
		Number.	Per cent of estimated total.
All children	16,192	[2] 5,692	35.2
Boys	8,088	[2] 3,419	42.3
Girls	8,104	2,273	28.0
Native	14,402	4,646	32.3
Boys	7,185	2,860	39.8
Girls	7,217	1,786	24.7
Foreign born	1,790	1,044	58.3
Boys	903	557	61.7
Girls	887	487	54.9

[1] Estimated from the figures for children aged 10-14, 1900 and 1910, assuming in each nativity group an arithmetical increase of population, multiplied by the proportion of the age group 10-14 that was 14 in Boston in 1910. The ratio of the sexes in 1910 is then applied to find the numbers of boys and girls. Native is the sum of native white and Negro; foreign born the sum of foreign white and other colored.

[2] Including two (boys) for whom nativity was not reported.

TABLE 2.—*Prevalence of employment of children between the fourteenth and sixteenth birthdays, by nativity and city of employment; children in Boston, Cambridge, Somerville, and Chelsea who were 14 but less than 15 years of age on Sept. 1, 1914.*

City of employment and nativity.	Children aged 14 but less than 15 years, Sept. 1, 1914—		
	Estimated total.[1]	Who took out employment certificates between their fourteenth and sixteenth birthdays.	
		Number.	Per cent of estimated total.
All children	16,192	[2] 5,692	35.2
Boston	12,273	4,401	35.9
Cambridge	1,925	664	34.5
Somerville	1,417	386	27.2
Chelsea	577	241	41.8
Native	14,402	4,646	32.3
Boston	10,875	3,609	33.2
Cambridge	1,762	538	30.5
Somerville	1,345	345	25.7
Chelsea	420	154	36.7
Foreign born	1,790	1,044	58.3
Boston	1,398	791	56.6
Cambridge	163	125	76.7
Somerville	72	41	56.9
Chelsea	157	87	55.4

[1] Estimated from the figures for children aged 10-14, 1900 and 1910, assuming in each city an arithmetical increase of population, multiplied by the proportion of the age group 10-14 that was 14 in Boston in 1910. Native is the sum of native white and Negro; foreign born the sum of foreign-born white and other colored.
[2] Including two for whom nativity was not reported.

The tendency of children to seek employment seems to differ decidedly in the four cities. Boston and Cambridge, according to Table 2, show figures which vary only slightly from the average for the four; the Boston figures are slightly higher and the Cambridge figures slightly lower than the average. But Somerville and Chelsea differ markedly not only from each other, but also from the average; in the former only 27.2 per cent of the children took out employment certificates as against 41.8 per cent in the latter.

This difference appears to be due primarily to differences in the proportion of foreign born. In Somerville, as appears in Table 3, only 5.1 per cent of the children aged 14 on September 1, 1914, were foreign born, while in Chelsea the foreign born constituted 27.2 per cent of the children of this age. The proportion of foreign-born children in Boston was 11.4 per cent, and in Cambridge only 8.5 per cent—somewhat lower as compared with Boston than might have been expected from the comparative proportions of children going to work. This difference appears to be due to the unusually large proportion, 76.7 per cent, of foreign-born children who took out certificates in Cambridge, for Table 2 shows that the native

children of that city showed somewhat less tendency to go to work than those of Boston. On the other hand, Chelsea had the largest proportion, 36.6 per cent, of native children taking out employment certificates. To a considerable extent, doubtless, the differences which can not be accounted for by the nativity of the children of the different cities might be accounted for by the nativity of their parents.[27]

TABLE 3.—*Nativity, by city; children in Boston, Cambridge, Somerville, and Chelsea who were 14 but less than 15 years of age on Sept. 1, 1914.*

City.	Per cent [1] of children aged 14. but less than 15 years, Sept, 1, 1914.		
	Total.	Native.	Foreign born.
All cities	100.0	88.9	11.1
Boston	100.0	88.6	11.4
Cambridge	100.0	91.5	8.5
Somerville	100.0	94.9	5.1
Chelsea	100.0	72.8	27.2

[1] For figures see Table 2, p. 71.

TABLE 4.—*City of issuance of certificate, by nativity of child; children issued certificates in four cities.*

City of issue.	Per cent [1] distribution of children to whom employment certificates were issued.		
	All children.	Native.	Foreign born.
All cities	100.0	100.0	100.0
Boston	77.3	77.7	75.8
Cambridge	11.7	11.6	12.0
Somerville	6.8	7.4	3.9
Chelsea	4.2	3.3	8.3

[1] For figures see Table 2, p. 71.

The actual numbers of working children in Somerville and Chelsea, and even in Cambridge, as shown in Table 2, were small as compared with those in Boston. Over three-fourths, 77.3 per cent, of all the children to whom certificates were issued in the four cities went to work[28] in Boston; 11.7 per cent went to work in Cambridge, 6.8 per cent in Somerville, and 4.2 per cent in Chelsea, as shown in Table 4.

[27] The nativity of the father is tabulated for the continuation-school children who were interviewed by agents of the bureau, and the results, though relating only to Boston children, seem to justify this conclusion. See Tables 12 and 13, pp. 79 and 80.

[28] The figures relate to children who went to work in each city and not necessarily to children living in that city.

The figures thus far given relate to children who took out employment certificates for work at any time, and some of these children worked only during summer vacations or out of school hours. Except for Boston, no information was available in the records as to the proportion of children taking out employment certificates who were actually beginning their working lives; that is, who were leaving school to become regular workers. In Boston, 3,544 of the 4,401 children who took out certificates, or 80.5 per cent, appear to have definitely left school for industry. Table 5 shows, therefore, that the proportion of the estimated population of this age group actually leaving school to begin work before they were 16 years of age was 28.9 per cent. Over one-third, 34.5 per cent, of all the boys of this age, but less than one-fourth, 23.2 per cent, of the girls, belonged to this group.

Only a little over one-fourth, 26.4 per cent, of the native children and nearly half, 47.7 per cent, of the foreign-born children left school to become regular workers before they were 16. Among the foreign born, too, the tendency of girls to become regular workers was nearly as great as that of boys, while among the native a great difference is observed between the two sexes, for 32.7 per cent of the boys and only 20.2 per cent of the girls had left school for work before their sixteenth birthdays.

TABLE 5.—*Prevalence of regular employment of children between the fourteenth and sixteenth birthdays, by sex and nativity; children in Boston who were 14 but less than 15 years of age on Sept. 1, 1914.*

Sex and nativity.	Children aged 14 but less than 15 years, Sept. 1, 1914—		
	Estimated total.[1]	Who took out employment certificates for regular work between the fourteenth and sixteenth birthdays.	
		Number.	Per cent of estimated total.
All children	12,273	[2] 3,544	28.9
Boys	6,121	[2] 2,114	34.5
Girls	6,152	1,430	23.2
Native	10,875	2,876	26.4
Boys	5,406	1,769	32.7
Girls	5,469	1,107	20.2
Foreign-born	1,398	667	47.7
Boys	715	344	48.1
Girls	683	323	47.3

[1] Estimated from the figures for children aged 10–14, 1900 and 1910, assuming an arithmetical increase of population, and then multiplied by the proportion of the age group 10–14 that was 14 in Boston in 1910.
[2] Including one boy for whom nativity was not reported.

SEX.

As has been seen, a decidedly larger proportion of boys than of girls went to work in the four cities combined, almost exactly three-fifths, 60.1 per cent, of the child workers being boys and two-fifths, 39.9 per cent, being girls. Table 6 shows also that the proportion of girls was slightly larger in Boston, according to both the certificate and the continuation-school records, than in the four cities combined, and was a little more than two-fifths, 42 per cent, of the 823 children interviewed.

Among native children the proportion of boys was somewhat larger than among children of both nativities combined, and the different series of records and schedules showed less than 1 per cent difference in sex distribution.

TABLE 6.—*Sex of employed children, by nativity; comparison of children interviewed with children in Boston continuation school and with children issued certificates in four cities.*

Sex and nativity.	Children issued certificates.				Children in Boston continuation school.		Children interviewed (Boston).	
	All cities.		Boston.					
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All children	[1] 5,692	100.0	[2] 4,401	100.0	[2] 3,399	100.0	823	100.0
Boys	[1] 3,419	60.1	[2] 2,633	59.8	[2] 2,026	59.6	477	58.0
Girls	2,273	39.9	1,768	40.2	1,373	40.4	346	42.0
Native	4,646	100.0	3,609	100.0	2,761	100.0	657	100.0
Boys	2,860	61.6	2,215	61.4	1,701	61.6	401	61.0
Girls	1,786	38.4	1,394	38.6	1,060	38.4	256	39.0
Foreign-born	1,044	100.0	791	100.0	637	100.0	166	100.0
Boys	557	53.4	417	52.7	324	50.9	76	45.8
Girls	487	46.6	374	47.3	313	49.1	90	54.2

[1] Including two boys for whom nativity was not reported.
[2] Including one boy for whom nativity was not reported.

Among the foreign-born children girls constituted nearly half, 46.6 per cent, of all the children who took out employment certificates in the four cities; they formed 47.3 per cent of those in Boston, 49.1 per cent of those in the Boston continuation-school group, and over one-half, 54.2 per cent, of the children who were interviewed in the continuation school. As the 47.3 per cent shown in the Boston certificate records may be considered typical of all children taking out certificates in that city, it is evident that the continuation school and schedule records included a few too many girls to be entirely representative of the sex distribution of foreign-born children. The disproportion is not great, however, and the figures for the certificate

records show again a decidedly greater tendency for foreign-born than for native girls to go to work. In Boston alone, where girls constituted 47.3 per cent of the foreign born, they constituted only 38.6 per cent of the native children who took out certificates.

NATIVITY.

Approximately four-fifths of all the children, and also of the children in each of the smaller groups, as shown in Table 7, were native born.[28a] Somewhat less than one-fifth, indeed, were foreign born in every group except that of the interviewed children, where the proportion of foreign born was exactly 20.2 per cent.

The greater tendency, already noticed, of foreign born than of native girls to go to work is shown again in the fact that the foreign born constituted 21.4 per cent of all the girls who took out certificates in the four cities as compared with only 16.3 per cent of all the boys. The figures for the continuation-school group show 22.8 per cent of the girls to have been foreign born and those for the schedule group 26 per cent. The larger proportion, therefore, of foreign-born children found in the schedule group, as compared with the other groups, was evidently due to an excess of girls.

TABLE 7.—*Nativity of employed children, by sex; comparison of children interviewed with children in Boston continuation school and with children issued certificates in four cities.*

Nativity and sex.	Per cent distribution.			
	Children issued certificates.		Children in Boston continuation school.	Children interviewed (Boston).
	All cities.	Boston.		
Both sexes	100.0	100.0	100.0	100.0
Native	81.6	82.0	81.2	79.8
Foreign born	18.3	18.0	18.7	20.2
Boys	100.0	100.0	100.0	100.0
Native	83.7	84.1	84.0	84.1
Foreign born	16.3	15.8	16.0	15.9
Girls	100.0	100.0	100.0	100.0
Native	78.6	78.8	77.2	74.0
Foreign born	21.4	21.2	22.8	26.0

The four cities, as shown in Table 10,[28b] differed decidedly in the proportion which the foreign born constituted of all children who took out employment certificates. In Boston and Cambridge, as in the four cities combined, about 18 per cent of these children were foreign born. But in Somerville only about one-tenth, 10.6 per cent,

[28a] As the certificate record did not specify whether the children were colored or white, and as only 18 colored children were included in the continuation-school group, colored children are not separately itemized in the tabulation.

[28b] See p. 78.

were foreign born, while in Chelsea the foreign born constituted over one-third, 36.1 per cent, of all the children who obtained certificates. It is said that after the Chelsea fire of 1908 a large number of the former inhabitants moved away and were replaced by immigrant families.

BIRTHPLACE.

Of all the children who took out certificates in the four cities, as shown in Table 8, 6.1 per cent were born in Russia, 5.7 per cent in Italy, 2 per cent in England and Scotland, and 1.7 per cent in British North America. Only six-tenths of 1 per cent were born in Ireland. These figures, as will be seen later in discussing the nationalities of the children's fathers,[29] reflect, not the distribution of the different nationalities in the entire population but merely the relative recency of immigration from different countries. The Russians and Italians constituted the newer immigration. The English and Irish had been in this country longer and, therefore, a larger proportion of their children of working age had been born here.

TABLE 8.—*Place of birth of employed children; comparison of children interviewed with children in Boston continuation school and with children issued certificates in four cities.*

Country of birth.	Children issued certificates.				Children in Boston continuation school.		Children interviewed in Boston.	
	All cities.		Boston.					
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Total	[1] 5,692	100.0	[2] 4,401	100.0	[2] 3,399	100.0	823	100.0
Native	4,646	81.6	3,609	82.0	2,761	81.2	657	79.8
Foreign born	1,044	18.3	791	18.0	637	18.7	166	20.2
British North America	96	1.7	56	1.3	44	1.3	5	.6
England and Scotland	111	2.0	91	2.1	69	2.0	18	2.2
Ireland	32	.6	23	.5	16	.5	6	.7
Italy	323	5.7	284	6.5	249	7.3	90	10.9
Russia	349	6.1	266	6.0	204	6.0	33	4.0
Other	133	2.3	71	1.6	55	1.6	14	1.7

[1] Including two boys for whom nativity was not reported.
[2] Including one boy for whom nativity was not reported.

In Boston alone the certificate records show a somewhat higher proportion of Italians—6.5 per cent—and this proportion is even higher, 7.3 per cent, in the continuation-school records, and still higher, 10.9 per cent, in the group of children for whom schedules were taken. The children interviewed show, on the other hand, a comparatively low proportion, only 4 per cent, of Russian children. The larger proportion of Italian children in the continuation-school group may be accounted for by the fact, which will later be shown

[29] See page 80.

statistically,[30] that of all children who applied for certificates the Italians were more likely than children of other nationality groups to leave school permanently to go to work; for vacation workers are included in the certificate but not in the continuation-school records. But it is evident that, for some reason, a larger number of Italian children and a smaller number of Russian children were interviewed than were typical of their respective groups in the child-labor population of Boston.

Table 9, which gives the distribution by place of birth of the 166 foreign-born children who were interviewed, shows that, though nearly as many children born in Russia as children born in Italy took out certificates in Boston, over one-half, or 54.2 per cent, of the foreign-born children who were interviewed were born in Italy, and less than one-fifth, 19.9 per cent, in Russia. This discrepancy is even greater among the girls, for nearly two-thirds, 63.3 per cent, of the foreign-born girls interviewed had been born in Italy. Italian girls, therefore, appear to constitute the nativity element composing the excess already mentioned [31] of foreign-born children among those for whom schedules were taken.

TABLE 9.—*Place of birth, by sex; foreign-born children interviewed.*

Place of birth.	Children.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Total	166	100.0	76	100.0	90	100.0
British North America	5	3.0	3	3.9	2	2.2
England	12	7.2	7	9.2	5	5.6
Ireland	6	3.6	5	6.6	1	1.1
Scotland	6	3.6	4	5.3	2	2.2
Italy	90	54.2	33	43.4	57	63.3
Russia	33	19.9	15	19.7	18	20.0
Other	14	8.4	9	11.8	5	5.6

The four cities differ quite as much in the proportions of their working children born in different countries as in the proportions of foreign born. Table 10 shows that the high proportion of foreign born in Chelsea, for example, is due to children born in Russia; over one-fourth, 26.1 per cent, of all the children who took out certificates in that city came from Russia, as compared with 6 per cent in Boston, 2.9 per cent in Cambridge, and 0.3 per cent in Somerville. In Cambridge, on the other hand, 36 children who were born in Portugal (including those born in the Azores) took out certificates—a larger proportion than of any other foreign-born group. In other words, though in the four cities combined this group furnished only 40

[30] See Table 64, p. 150.
[31] See p. 75.

children, or less than 1 child in 100, in Cambridge more than 1 child in every 20 taking out certificates was born in Portugal or the Azores. Cambridge and Chelsea, however, and even Somerville, had fewer Italian children than had Boston.

TABLE 10.—*Place of birth, by city of issue; children issued certificates in four cities.*

Place of birth.	Children to whom certificates were issued in—									
	All cities.		Boston.		Cambridge.		Somerville.		Chelsea.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All countries	[1] 5,692	100.0	[2] 4,401	100.0	[2] 664	100.0	386	100.0	241	100.0
United States	4,646	81.6	3,609	82.0	538	81.0	345	89.4	154	63.9
Boston, Cambridge, Somerville, and Chelsea	4,023	70.7	3,163	71.9	455	68.5	281	72.8	124	51.5
Elsewhere in United States	623	10.9	446	10.1	83	12.5	64	16.6	30	12.4
Foreign countries	1,044	18.3	791	18.0	125	18.8	41	10.6	87	36.1
Russia	349	6.1	266	6.0	19	2.9	1	.3	63	26.1
Italy	323	5.7	284	6.5	17	2.6	16	4.1	6	2.5
England, Scotland, and Wales	111	2.0	91	2.1	9	1.4	3	.8	8	3.3
British North America	96	1.7	56	1.3	24	3.6	10	2.6	6	2.5
Portugal, including the Azores	40	.7	2	.....	36	5.4	2	.5	.....	.....
Ireland	32	.6	23	.5	3	.5	5	1.3	1	.4
Norway, Sweden, and Denmark	25	.4	17	.4	6	.9	2	.5	.....	.....
Austria-Hungary	12	.2	9	.2	2	.3	.....	.....	1	.4
Turkey, including Syria	12	.2	12	.3	.....	.....	.....	.....	.....	.....
Germany	7	.1	6	.1	.....	.....	.....	.....	1	.4
Other countries	37	.7	25	.6	9	1.4	2	.5	1	.4

[1] Including two children whose place of birth was not reported.
[2] Including one child whose place of birth was not reported.

YEARS IN THE UNITED STATES.

The certificate records do not show how long the foreign-born children had been in the United States, but, according to Table 11, in the group for whom continuation-school records were used about one-fourth, 24 per cent, of the foreign-born children had been in the United States less than 5 years; somewhat more than one-third, 35.2 per cent, had been in this country 5 years but less than 10; and not quite one-third, 31.8 per cent, had been here for 10 years or more. The last group had been brought to this country when they were under school age and had therefore received all their education in the United States. Of the foreign-born children who were interviewed practically the same proportion, 31.3 per cent, had been in this country for over 10 years, about two-fifths, 40.4 per cent, between 5 and 10 years, and about one-fifth, 21.7 per cent, less than 5 years. Considering the small numbers involved, there is no particular significance in the slight differences between the two groups of children.

TABLE 11.—*Years of residence in the United States; comparison of foreign-born children interviewed with foreign-born children in Boston continuation school.*

Years in the United States.	Foreign-born children in Boston continuation school.		Foreign-born children interviewed (Boston).	
	Number.	Per cent distribution.	Number.	Per cent distribution.
Total	637	100.0	166	100.0
Under 5	153	24.0	36	21.7
5 but under 10	224	35.2	67	40.4
10 and over	203	31.8	52	31.3
Not reported	57	8.9	11	6.6

FATHER'S NATIVITY AND NATIONALITY.

Although only about one-fifth of the working children of Boston were themselves foreign born, nearly three-fourths, 72.1 per cent, of the children interviewed had foreign-born fathers. Table 12, which shows these proportions, may slightly overstate the importance of the foreign element, for a somewhat higher percentage of interviewed children than of all children who took out certificates were foreign born. But it is safe to say that at least 7 out of every 10 children taking out certificates were of foreign parentage. Yet fully two-thirds of these children of foreign-born fathers had themselves been born in the United States.

The two groups of nationalities, those of north and west Europe and of south and east Europe, each furnished, as shown in Table 13, a larger number of fathers of interviewed children, 31.3 per cent and 36.1 per cent, respectively, than did the United States. Of the separate nationalities the Italians predominated; 23.9 per cent of the children had Italian fathers, nearly as many as had native fathers.[33] But not far from the same proportion, 20.3 per cent, had Irish fathers. On the other hand, the fathers of only 8.5 per cent of the children interviewed were Russian Jews.[34]

TABLE 12.—*Nativity of father and child, by sex of child; children interviewed.*

Nativity of father and child.	Children.		Boys.		Girls.	
	Number.	Per cent distribution.	Number	Per cent distribution.	Number.	Per cent distribution.
Total	823	100.0	477	100.0	346	100.0
Both fathers and children native	201	24.4	127	26.6	74	21.4
Fathers foreign born	593	72.1	328	68.8	265	76.6
Children native	427	51.9	252	52.8	175	50.6
Children foreign born	166	20.2	76	15.9	90	26.0
Nativity of fathers not reported	29	3.5	22	4.6	7	2.0

[33] As shown on p. 76 the proportion of Italian children in the schedule series is somewhat larger than for Boston alone in the certificate series, which includes all the children going to work.

[34] This, as already shown on p. 77, is too small a proportion to be representative of all children taking out certificates in Boston.

TABLE 13.—*Nationality of father, by sex of child; children interviewed.*

Nationality of father.	Children.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Total	823	100.0	477	100.0	346	100.0
Father native	201	24.4	127	26.6	74	21.4
Father foreign born	593	72.1	328	68.8	265	76.6
North and west Europe	258	31.3	165	34.6	93	26.9
English	36	4.4	26	5.5	10	2.9
Irish	167	20.3	101	21.2	66	19.1
Scotch	15	1.8	9	1.9	6	1.7
German	20	2.4	17	3.6	3	.9
Scandinavian	18	2.2	11	2.3	7	2.0
Other	2	.2	1	.2	1	.3
South and east Europe	297	36.1	142	29.8	155	44.8
Russian Jewish	70	8.5	40	8.4	30	8.7
Other Jewish	9	1.1	7	1.5	2	.6
Italian	197	23.9	85	17.8	112	32.4
Other	21	2.6	10	2.1	11	3.2
Asia, Syrian	6	.7	1	.2	5	1.4
North America	[1] 32	3.9	[1] 20	4.2	12	3.5
French Canadian	6	.7	3	.6	3	.9
English and Scotch Canadian	25	3.0	16	3.4	9	2.6
Nativity of fathers not reported	29	3.5	22	4.6	7	2.0

[1] Including 1 boy the nationality of whose father was not specified.

The sources of the newer immigration stand out distinctly when the parentage of the native children is compared with that of the foreign-born children. For example, Table 14 shows that of the native children whose fathers were foreign born 55 per cent had fathers from north and west Europe and only 37.9 per cent had fathers from south and east Europe, while Table 15 shows that of the foreign-born children only 13.9 per cent had fathers from north and west Europe and 81.3 per cent had fathers from south and east Europe. Although only 24.8 per cent of the native children with foreign-born fathers were Italian, 54.8 per cent of the foreign-born children were Italian. This difference is still more marked in the case of the Russian Jews, for only 8.7 per cent of the native children of foreign parentage but 19.9 per cent of the foreign-born children belonged to this group. On the other hand, all the different groups of nationalities classed under "north and west Europe" show opposite conditions. Irish children, indeed, constituted over one-third, 37.7 per cent, of the native children of foreign parentage, and only 3.6 per cent of the foreign-born children.

As would be expected from comparisons already made, a smaller proportion of the girls than of the boys, 21.4 per cent as compared with 26.6 per cent, were native born of native fathers. Table 12 shows that over three-fourths, 76.6 per cent, of the girls had foreign-born fathers, and only 50.6 per cent of them, as compared with 52.8

per cent of the boys, were native children of foreign parentage. In Tables 13, 14, and 15 the nationalities of the fathers of these boys and girls are further analyzed in detail.

TABLE 14.—*Nationality of father, by sex of child; native children with foreign-born fathers interviewed.*

Nationality of father.	Native children.					
	Both sexes.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Father foreign born	427	100.0	252	100.0	175	100.0
North and west Europe	235	55.0	147	58.3	88	50.3
English	29	6.8	21	8.3	8	4.6
Irish	161	37.7	96	38.1	65	37.1
Scotch	9	2.1	5	2.0	4	2.3
German	19	4.4	16	6.3	3	1.7
Scandinavian	15	3.5	8	3.2	7	4.0
Other	2	.5	1	.4	1	.6
South and east Europe	162	37.9	85	33.7	77	44.0
Russian Jewish	37	8.7	23	9.1	14	8.0
Other Jewish	5	1.2	4	1.6	1	.6
Italian	106	24.8	51	20.2	55	31.4
Other	14	3.3	7	2.8	7	4.0
Asia, Syrian	1	.2	1	.4	.....	.....
North America	[1] 29	6.8	[1] 19	7.5	10	5.7
French Canadian	5	1.2	3	1.2	2	1.1
English and Scotch Canadian	23	5.4	15	6.0	8	4.6

[1] Including one boy the nationality of whose father was not specified.

TABLE 15.—*Nationality of father, by sex of child; foreign-born children interviewed.*

Nationality of father.	Foreign-born children.					
	Both sexes.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Father foreign born	166	100.0	76	100.0	90	100.0
North and west Europe	23	13.9	18	23.7	5	5.6
English	7	4.2	5	6.6	2	2.2
Irish	6	3.6	5	6.6	1	1.1
Scotch	6	3.6	4	5.3	2	2.2
German	1	.6	1	1.3	.....	.....
Scandinavian	3	1.8	3	3.9	.....	.....
South and east Europe	135	81.3	57	75.0	78	86.7
Russian Jewish	33	19.9	17	22.4	16	17.8
Other Jewish	4	2.4	3	3.9	1	1.1
Italian	91	54.8	34	44.7	57	63.3
Other	7	4.2	3	3.9	4	4.4
Asia, Syrian	5	3.0	.....	.....	5	5.6
North America	3	1.8	1	1.3	2	2.2
French Canadian	1	.6	.....	.....	1	1.1
English and Scotch Canadian	2	1.2	1	1.3	1	1.1

The relative tendency of the different nationality groups to send their daughters to work as compared with their sons is best shown, however, in Table 16. Where the fathers were native, girls furnished only about one-third, 36.8 per cent, of the working children. In other words, from American families only one girl to every two boys went to work before the age of 16. But in families where the father was foreign born the proportion of girl workers rose to 44.7 per cent. In other words, nearly half the child workers from the families of immigrants were girls.

TABLE 16.—*Sex of child, by nationality of father and nativity of child; children interviewed.*

Nationality of father and nativity of child.	Children.	Boys.		Girls.	
		Number.	Per cent.[1]	Number.	Per cent.[1]
Total	823	447	58.0	346	42.0
Both fathers and children native	201	127	63.2	74	36.8
Fathers foreign born	593	328	55.3	265	44.7
Children native	427	252	59.0	175	41.0
Children foreign born	166	76	45.8	90	54.2
North and west Europe	258	165	64.0	93	36.0
Children native	235	147	62.6	88	37.4
Children foreign born	23	18	.....	5	.....
English and Scotch	51	35	68.6	16	31.4
Children native	38	26	.....	12	.....
Children foreign born	13	9	.....	4	.....
Irish	167	101	60.5	66	39.5
Children native	161	96	59.6	65	40.4
Children foreign born	6	5	.....	1	.....
Other	40	29	.....	11	.....
Children native	36	25	.....	11	.....
Children foreign born	4	4	.....	.....	.....
South and east Europe	297	142	47.8	155	52.2
Children native	162	85	52.5	77	47.5
Children foreign born	135	57	42.2	78	57.8
Russian Jewish	70	40	57.1	30	42.9
Children native	37	23	.....	14	.....
Children foreign born	33	17	.....	16	.....
Italian	197	85	43.1	112	56.9
Children native	106	51	48.1	55	51.9
Children foreign born	91	34	37.4	57	62.6
Other	30	17	.....	13	.....
Children native	19	11	.....	8	.....
Children foreign born	11	6	.....	5	.....
British North America	32	20	.....	12	.....
Children native	29	19	.....	10	.....
Children foreign born	3	1	.....	2	.....
Other	6	1	.....	5	.....
Children native	1	1	.....	.....	.....
Children foreign born	5	.....	.....	5	.....
Nativity of fathers not reported	29	22	.....	7	.....
Children native	29	22	.....	7	.....

[1] Not shown where base is less than 50.

This high proportion of girl workers, as compared with boy workers, in the newer elements of the population was due entirely to a greater

tendency among fathers from south and east Europe, particularly Italian fathers, to send their daughters, as compared with their sons, to work at an early age. Of the children of fathers from north and west Europe an even smaller proportion, only 36 per cent, than of the children of native fathers were girls. Though Irish fathers showed a somewhat greater tendency to send their daughters to work than native fathers, only 39.5 per cent of the children of Irish fathers who were interviewed in continuation school were girls. Even of the children of Russian Jewish fathers only 42.9 per cent were girls. On the other hand, over one-half, 52.2 per cent, of the children of all fathers from south and east Europe, including the Russians, and a still larger proportion, 56.9 per cent, of the children of Italian fathers, were girls. The tendency of Italian fathers to send their daughters to work may be somewhat exaggerated by these figures, for, as already shown,[35] a larger proportion of girls who were born in Italy were included in the schedule group than is typical of the entire group of children taking out employment certificates in Boston. Nevertheless, although this tendency was most marked when the child as well as the father was foreign born, over half, 51.9 per cent, of the native children of Italian fathers who were interviewed were girls.

AGE AT GOING TO WORK.

Apparently a considerable number of children went to work at the earliest possible date, for Table 17 shows that in the four cities combined—Boston, Cambridge, Somerville, and Chelsea—more children took out employment certificates between the ages of 14 and 14½ than between the ages of 14½ and 15 or 15 and 15½, and nearly as many as between the ages of 15½ and 16. Of all the children who took out certificates before their sixteenth birthdays 29.9 per cent entered industry before they were 14½ years of age, only 19.1 per cent between that age and their fifteenth birthdays, and 20.9 per cent between 15 and 15½. Between 15½ and 16, more children—30 per cent of the total—took out certificates, but this group included children who began work during a summer vacation before the end of which they would be 16 and no longer subject to the compulsory-education or child-labor laws.[36]

The boys showed a slightly greater tendency than did the girls to take out their certificates soon after becoming 14, but a somewhat larger proportion of girls than of boys went to work between 14½ and 15 years of age. The general tendency, however, was the same for both sexes.

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[35] See p. 77. [36] See Table 67, p. 153.

TABLE 17.—*Age at taking out first certificate and sex; comparison of children interviewed with children in Boston continuation school and with children issued certificates in four cities.*

Age at taking out first certificate, and sex.	Children issued certificates.				Children in Boston continuation school.		Children interviewed (Boston).[1]	
	All cities.		Boston.					
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	5,692	100.0	4,401	100.0	3,399	100.0	823	100.0
14 under 14½	1,703	29.9	1,381	31.4	1,151	33.9	[2] 611	74.2
14½ under 15	1,089	19.1	854	19.4	710	20.9	162	19.7
15 under 15½	1,191	20.9	892	20.3	732	21.5	43	5.2
15½ under 16	1,709	30.0	1,274	28.9	806	23.7	7	0.9
Boys	3,419	100.0	2,633	100.0	2,026	100.0	477	100.0
14 under 14½	1,048	30.7	838	31.8	687	33.9	[2] 357	74.8
14½ under 15	620	18.1	473	18.0	395	19.5	88	18.4
15 under 15½	740	21.6	562	21.3	464	22.9	29	6.1
15½ under 16	1,011	29.6	760	28.9	480	23.7	3	0.6
Girls	2,273	100.0	1,768	100.0	1,373	100.0	346	100.0
14 under 14½	655	28.8	543	30.7	464	33.8	[2] 254	73.4
14½ under 15	469	20.6	381	21.5	315	22.9	74	21.4
15 under 15½	451	19.8	330	18.7	268	19.5	14	4.0
15½ under 16	698	30.7	514	29.1	326	23.7	4	1.2

[1] These two columns relate to actual date of going to work, whereas the others relate to date of taking out certificate.
[2] Including 21 children—18 boys and 3 girls—who went to work before they were 14.

The method of selection, as already stated, was such that both the continuation-school group and the interviewed group of children contained a larger proportion who went to work soon after becoming 14 than did the certificate group. This difference, as shown in Table 17, was comparatively slight in the continuation-school group, where it showed itself entirely in a somewhat smaller proportion of children who took out their certificates when they were 15½ but under 16 years of age. But it was marked in the schedule group,[37] where nearly three-fourths, 74.2 per cent, of all the children were under 14½ when they took their first regular positions, and only 6.1 per cent were over 15. In none of the groups was there any significant difference between the proportions of boys and of girls.

The tendency noted above for a more than proportionate number of children to take out their certificates within the first six months after becoming 14 appears, according to Table 18, to have affected native more than foreign-born children. Of the native children, a larger number took out certificates before they were 14½ than after they were 15½ years of age. Among the foreign-born children who were interviewed, a larger proportion than of the native children went to work during the second age period, that is, between 14½ and 15, and a correspondingly smaller proportion during the first six months after becoming 14.

[37] The age at going to work of the children who were interviewed is the actual age at the time of taking the first regular position, and not, as for the other groups of children, the age at taking out the first certificate. This fact, in addition to the others already mentioned, would tend to place more children of this group in the earlier age groups.

TABLE 18.—*Age at taking out first certificate and nativity; comparison of children interviewed with children in Boston continuation school and with children issued certificates in four cities.*

Age at taking out first certificate and nativity.	Children issued certificates.				Children in Boston continuation school.		Children interviewed (Boston).[1]	
	All cities.		Boston.					
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All children	[2] 5,692	.....	[3] 4,401	.....	[3] 3,399	.....	[4] 823	.....
Native	4,646	100.0	3,609	100.0	2,761	100.0	[4] 657	100.0
14 under 14½	1,403	30.2	1,140	31.6	940	34.0	476	72.5
14½ under 15	888	19.1	695	19.3	571	20.7	124	18.9
15 under 15½	966	20.8	731	20.3	595	21.6	35	5.3
15½ under 16	1,389	29.9	1,043	28.9	655	23.7	6	.9
Foreign born	1,044	100.0	791	100.0	637	100.0	[4] 166	100.0
14 under 14½	299	28.6	241	30.5	211	33.1	114	68.7
14½ under 15	201	19.3	159	20.1	139	21.8	38	22.9
15 under 15½	225	21.6	161	20.4	137	21.5	8	4.8
15½ under 16	319	30.6	230	29.1	150	23.5	1	.6

[1] These two columns relate to actual date of going to work, whereas the others relate to date of taking out certificate.
[2] Including two children whose nativity was not reported. Including also three children who went to work before they were 14 years of age, according to continuation-school records, but who did not secure employment certificates until after they were 14.
[3] Including one child whose nativity was not reported.
[4] Including 16 native and 5 foreign-born children who went to work before they were 14.

The fact that a smaller proportion of the foreign born than of the native children began work as soon as or soon after they could legally secure certificates is probably due to greater difficulty among the foreign-born children in meeting the educational requirements for an employment certificate. Many of the foreign-born children, as will be seen,[38] had barely completed the fourth grade when they went to work, and some of them probably did not complete it until some time after they became 14. Table 19, based on the continuation-school records, shows that the group in which the smallest proportion, 26.1 per cent, took out certificates between 14 and 14½ years of age was that of foreign-born children who had been in the United States less than five years.

The supposition that the foreign-born children, if unrestrained by the educational requirements of the law, would have gone to work even younger than the native children is also supported by Table 20, which shows that, among the working children interviewed, a much larger proportion of native children of foreign-born fathers went to work before they were 14½ years of age than of native children of native fathers, 78.2 per cent as compared with 68.7 per cent. The comparatively large proportion of native children found going to work at this age is evidently due entirely to the group whose fathers were foreign born. Therefore, when foreign-born children were compared with native children of native fathers alone it was found that the foreign born had the greater tendency to go to work early.

[38] See Table 46, p. 120.

TABLE 19.—*Age at taking out first certificate, by nativity and length of residence in the United States; children in Boston continuation school.*

Nativity and length of residence in United States.	All children.	Children taking out first certificate at specified age.							
		14 under 14½.		14½ under 15.		15 under 15½.		15½ under 16.	
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Total	[1] 3,399	1,151	33.9	710	20.9	732	21.5	[1] 806	23.7
Native	2,761	940	34.0	571	20.7	595	21.6	655	23.7
Foreign born	637	211	33.1	139	21.8	137	21.5	150	23.5
Years in United States:									
Under 5	153	40	26.1	40	26.1	42	27.5	31	20.3
5 but under 10	224	79	35.3	51	22.8	40	17.9	54	24.1
10 and over	203	61	30.0	39	19.2	43	21.2	60	29.6
Not reported	57	31	54.4	9	15.8	12	21.1	5	8.8

[1] Including one child for whom nativity was not reported.

TABLE 20.—*Age at entering industry, by sex and nativity of child, and nativity of father; children interviewed.*

Age at entering industry, and sex.	Children.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	823	100.0	201	100.0	427	100.0	166	100.0	29
Under 14½	611	74.2	138	68.7	334	78.2	119	71.7	20
Under 14¼	429	52.1	93	46.3	232	54.3	89	53.6	15
Under 14	21	2.6	3	1.5	12	2.8	5	3.0	1
14, under 14 1 month	216	26.2	44	21.9	117	27.4	45	27.1	10
14 1 month, under 14 2 months	104	12.6	24	11.9	60	14.1	19	11.4	1
14 2 months, under 14 3 months	88	10.7	22	10.9	43	10.1	20	12.0	3
14¼, under 14½	182	22.1	45	22.4	102	23.9	30	18.1	5
14½, under 15	162	19.7	51	25.4	68	15.9	38	22.9	5
15, under 15½	43	5.2	11	5.5	20	4.7	8	4.8	4
15½, under 16	7	0.9	1	0.5	5	1.2	1	0.6	.....
Boys	477	100.0	127	100.0	252	100.0	76	100.0	22
Under 14½	357	74.8	92	72.4	199	79.0	53	69.7	13
Under 14¼	249	52.2	64	50.4	137	54.4	38	50.0	10
Under 14	18	3.8	3	2.4	10	4.0	4	5.3	1
14, under 14 1 month	125	26.2	33	26.0	68	27.0	16	21.1	8
14 1 month, under 14 2 months	56	11.7	13	10.2	33	13.1	9	11.8	1
14 2 months, under 14 3 months	50	10.5	15	11.8	26	10.3	9	11.8	.....
14¼, under 14½	108	22.6	28	22.0	62	24.6	15	19.7	3
14½, under 15	88	18.4	28	22.0	37	14.7	18	23.7	5
15, under 15½	29	6.1	7	5.5	13	5.2	5	6.6	4
15½, under 16	3	0.6	.....	.....	3	1.2	.....	.....	.....
Girls	346	100.0	74	100.0	175	100.0	90	100.0	7
Under 14½	254	73.4	46	62.2	135	77.1	66	73.3	7
Under 14¼	180	52.0	29	39.2	95	54.3	51	56.7	5
Under 14	3	0.9	.....	.....	2	1.1	1	1.1	.....
14, under 14 1 month	91	26.3	11	14.9	49	28.0	29	32.2	2
14 1 month, under 14 2 months	48	13.9	11	14.9	27	15.4	10	11.1	.....
14 2 months, under 14 3 months	38	11.0	7	9.5	17	9.7	11	12.2	3
14¼, under 14½	74	21.4	17	23.0	40	22.9	15	16.7	2
14½, under 15	74	21.4	23	31.1	31	17.7	20	22.2	.....
15, under 15½	14	4.0	4	5.4	7	4.0	3	3.3	.....
15½, under 16	4	1.2	1	1.4	2	1.1	1	1.1	.....

Moreover, 27.1 per cent of the foreign-born children, 27.4 per cent of the native children of foreign-born fathers, and only 21.9 per cent of the native children of native fathers went to work within a month after their fourteenth birthdays. In other words, over one-fourth of the children in each of the foreign groups and little more than one-fifth of those in the purely native group included in the group of interviewed children practically celebrated their fourteenth birthdays by beginning their industrial careers.[39]

Comparing the boys with the girls, it is observed that of the native children of native fathers a markedly larger proportion of boys than of girls went to work during the first six months after becoming 14—72.4 per cent as compared with 62.2 per cent. Much less difference is found between the native sons and daughters of foreign-born fathers. And among the foreign-born children an even larger proportion of girls, 73.3 per cent, than of boys, 69.7 per cent, went to work at this early age. It should be remembered, however, that the group of interviewed children contains a larger proportion of foreign-born girls than the entire group of working children.

[39] These figures, of course, are not typical of all children who took out certificates, for, as has been pointed out, the children interviewed began work at younger ages than did all those who took out certificates (see pp. 5, 84.).

THE FAMILIES.

To what extent these children came from broken families, that is, from families in which either the father or the mother was dead or not living with the family, is of interest, especially in connection with the child's reasons for leaving school. Other points which throw light upon his reasons for leaving school are his father's occupation, whether or not his father was unemployed, and whether or not his mother was employed. These facts are available only for the children included in the continuation-school and schedule groups, all of whom had actually left school to go to work at the time the information was secured.

FAMILY STATUS.

Of the children included in the continuation-school group, exactly two thirds—66.6 per cent—lived in normal families at the time they went to work; that is, in families with both a father (or stepfather) and mother (or stepmother) in the home. Of those included in the schedule group an even larger proportion, 70.7 per cent, lived in such families. In both groups, as shown in Table 21, the proportion of girls coming from these normal families was somewhat greater than the proportion of boys.[40]

TABLE 21.—*Family status and sex of child; comparison of children interviewed with children in Boston continuation school.*

Family status and sex of child.	Children in Boston continuation school.		Children interviewed (Boston).	
	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	3,399	100.0	823	100.0
Parents living together	2,263	66.6	582	70.7
Father dead or not living with family	600	17.7	151	18.3
Mother dead or not living with family	150	4.4	26	3.2
Both parents dead or not living with family	96	2.8	19	2.3
Status of one or both parents not reported	290	8.5	45	5.5
Boys	2,026	100.0	477	100.0
Parents living together	1,335	65.9	331	69.4
Father dead or not living with family	364	18.0	94	19.7
Mother dead or not living with family	88	4.3	15	3.2
Both parents dead or not living with family	52	2.6	8	1.7
Status of one or both parents not reported	187	9.2	29	6.1
Girls	1,373	100.0	346	100.0
Parents living together	928	67.6	251	72.5
Father dead or not living with family	236	17.2	57	16.5
Mother dead or not living with family	62	4.5	11	3.2
Both parents dead or not living with family	44	3.2	11	3.2
Status of one or both parents not reported	103	7.5	16	4.6

[40] But in both groups the proportion of cases in which the status of either one or both parents is not reported is comparatively high; 8.5 per cent in the continuation-school group and 5.5 per cent in the schedule group for both sexes.

Many children doubtless went to work because of economic need caused by the death of the father or by the fact that, for some reason, he was not living with his family. Of all the children for whom continuation-school records were taken, about one-fifth—20.5 per cent—belonged to broken families of this kind; 2.8 per cent did not live with either parent; and 17.7 per cent lived with their mothers, but had lost their fathers by death or desertion. Practically no difference was found between the girls and boys as to this point.

The fact that the mother was dead or not living with the family seemed to have had much less influence in sending children to work. The mothers of only 7.2 per cent, as compared with the fathers of 20.5 per cent, of the children in the continuation-school group were dead or not living with their families. This percentage was somewhat higher for the girls, 7.7 per cent, than for the boys, 6.9 per cent. Approximately 1 child in 20, 4.4 per cent, lived with his father but had no mother, or none at home.

Of the children who were interviewed a smaller proportion than of the continuation-school children came from families in which the mother was dead or not living with the family, but a slightly larger proportion from families in which the father was dead or not living with the family. The differences between the two groups, however, are too slight to be significant.

TABLE 22.—*Family status, by sex and nativity of child; children in Boston continuation school.*

Family status and sex of child.	All children.		Native children.		Foreign-born children.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	[1] 3,399	100.0	2,761	100.0	637	100.0
Parents living together	[1] 2,263	66.6	1,810	65.6	452	71.0
Father dead or not living with family	600	17.7	513	18.6	87	13.7
Mother dead or not living with family	150	4.4	127	4.6	23	3.6
Both parents dead or not living with family	96	2.8	78	2.8	18	2.8
Status of one or both parents not reported	290	8.5	233	8.4	57	8.9
Boys	[1] 2,026	100.0	1,701	100.0	324	100.0
Parents living together	[1] 1,335	65.9	1,101	64.7	233	71.9
Father dead or not living with family	364	18.0	321	18.9	43	13.3
Mother dead or not living with family	88	4.3	79	4.6	9	2.8
Both garents dead or not living with family	52	2.6	46	2.7	6	1.9
Status of one or both parents not reported	187	9.2	154	9.1	33	10.2
Girls	1,373	100.0	1,060	100.0	313	100.0
Parents living together	928	67.6	709	66.9	219	70.0
Father dead or not living with family	236	17.2	192	18.1	44	14.1
Mother dead or not living with family	62	4.5	48	4.5	14	4.5
Both parents dead or not living with family	44	3.2	32	3.0	12	3.8
Status of one or both parents not reported	103	7.5	79	7.5	24	7.7

[1] Including one boy for whom nativity was not reported.

When the native are compared with the foreign-born children, as in Table 22 for the continuation-school group, it is found that the proportion of working children who belonged to broken families was higher among the native than among the foreign born. The percentage of cases in which both parents were dead or not living with their families was precisely the same for both, but a somewhat smaller proportion of the foreign-born children lived in families where the mother only was missing, and a decidedly smaller proportion, 13.7 per cent as compared with 18.6 per cent for the native, in families where the father only was missing. Evidently the death of the father or the fact that he was not living with his family was relatively more frequently a factor in the circumstances that led to the child's employment among the native than among the foreign-born children.

TABLE 23.—*Family status, by sex and nativity of child and nativity of father; children interviewed.*

Family status and sex of child.	Children.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	823	100.0	201	100.0	427	100.0	166	100.0	29
Parents living together	582	70.7	130	64.7	312	73.1	122	73.5	18
Father dead or not living with family	151	18.3	48	23.9	73	17.1	23	13.9	7
Mother dead or not living with family	26	3.2	6	3.0	16	3.7	4	2.4	.....
Both parents dead or not living with family	19	2.3	2	1.0	9	2.1	5	3.0	3
Status of one or both parents not reported	45	5.5	15	7.5	17	4.0	12	7.2	1
Boys	477	100.0	127	100.0	252	100.0	76	100.0	22
Parents living together	331	69.4	78	61.4	185	73.4	53	69.7	15
Father dead or not living with family	94	19.7	32	25.2	44	17.5	12	15.8	6
Mother dead or not living with family	15	3.2	4	3.1	10	4.0	1	1.3	.....
Both parents dead or not living with family	8	1.7	1	.8	4	1.6	2	2.6	1
Status of one or both parents not reported	29	6.1	12	9.4	9	3.6	8	10.5	.....
Girls	346	100.0	74	100.0	175	100.0	90	100.0	7
Parents living together	251	72.5	52	70.3	127	72.6	69	76.7	3
Father dead or not living with family	57	16.5	16	21.6	29	16.6	11	12.2	1
Mother dead or not living with family	11	3.2	2	2.7	6	3.4	3	3.3	.....
Both parents dead or not living with family	11	3.2	1	1.4	5	2.9	3	3.3	2
Status of one or both parents not reported	16	4.6	3	4.1	8	4.6	4	4.4	1

In this respect the native children of foreign-born fathers stand, as might be expected, about halfway between the foreign-born children and the native children of native fathers. Table 23 shows that, among the children who were interviewed, 16.9 per cent of the foreign-born children, 19.2 per cent of the native children whose fathers were foreign born, and 24.9 per cent, or almost exactly one-fourth, of the native children of native parentage came from families without fathers. In every group except that of native children of

foreign-born fathers a smaller proportion of the girls than of the boys came from such families.[41]

The father or mother may have died or deserted the family between the time the child became 14 and the date of his going to work, and thus the loss of a parent may often be the direct cause of the employment of a child even though such employment did not begin as soon as the child became of legal age to work. Nevertheless, Table 24 shows that 35.2 per cent of the continuation-school children whose fathers only were dead or not living with their families, as compared with 33 per cent of those whose parents were living together, left school to go to work before they were 14½ years of age. On the other hand, only 30.7 per cent of the children whose mothers were dead or not living with their families and 30.2 per cent of those both of whose parents were dead or not living with their families went to work at this age.

TABLE 24.—*Age at taking out first certificate, by family status; children in Boston continuation school.*

Family status.	All children.	Children taking out first certificate at specified age.							
		14 under 14½.		14½ under 15.		15 under 15½.		15½ under 16.	
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Total	3,399	1,151	33.9	710	20.9	732	21.5	806	23.7
Parents living together	2,263	747	33.0	485	21.4	504	22.3	527	23.3
Father dead or not living with family	600	211	35.2	134	22.3	128	21.3	127	21.2
Mother dead or not living with family	150	46	30.7	33	22.0	27	18.0	44	29.3
Both parents dead or not living with family	96	29	30.2	29	30.2	21	21.9	17	17.7
Status of one or both parents not reported	290	118	40.7	29	10.0	52	17.9	91	31.4

In all these tables, however, the terms father and mother include stepfather and stepmother, so that the actual number of children who had lost one or the other parent by death is considerably greater than here shown. The death or desertion of the mother, as has been seen, appears to have affected comparatively few children. But if we eliminate the stepfathers, as in Table 25, it is found that the fathers of one-fifth, 20.7 per cent, of the children interviewed were dead. The proportion of children of native parentage whose fathers were dead is even higher, 24.4 per cent, or nearly one-fourth. This table shows, again, that the death of the father must have been less important as a cause of the employment of the child among the children of foreign parentage who, as already stated, had the larger proportion at work than among those of native parentage, and also less important among the south and east European races than among the north and west European races.

[41] The slight differences between these groups in the proportion of cases in which the mother was dead or not living with the family are based on too small numbers to be significant.

Among the children of all the different nationality groups, except the Italian, the death of the father seems to show itself definitely as a cause of the employment of the child. An estimate, based on the death rates prevailing in the death registration area of the United States in 1910, shows that not more than 12.2 per cent of all children of 14 would normally have lost their fathers by death.[42] Yet of all the children interviewed in the Boston continuation school 20.7 per cent had lost their fathers; and among those of native parentage this proportion rose to 24.4 per cent and among the Irish to 25.7 per cent. Even the children of the south and east European nationalities showed a slightly higher proportion, 13.8 per cent, of fatherless children than the estimate for the entire population. Only the children of Italian parentage, indeed, fell slightly below this estimate in the proportion of working children whose fathers were dead. Among all nationality groups except the Italian, therefore, children whose fathers were dead seem to have been more likely to go to work than children whose fathers were living. For the Italian group the figures suggest merely that children whose fathers were living were as likely to go to work as those whose fathers were dead.

TABLE 25.—*Death of father, by nationality; children interviewed.*

Nationality of father.	All children.	Children whose fathers were dead.					
		Total.		No stepfather.	Stepfather.		
		Number.	Per cent.[a]		Total.	Employed.	Not living with family.
Total	823	170	20.7	149	21	19	2
Father native	201	49	24.4	44	5	4	1
Father foreign born	593	109	18.4	97	12	12	.....
North and west Europe	258	62	24.0	54	8	8	.....
English	36	8	.....	7	1	1	.....
Irish	167	43	25.7	40	3	3	.....
Scotch	15	2	.....	2	.....	.....	.....
German	20	2	.....	2	.....	.....	.....
Scandinavian	18	6	.....	2	4	4	.....
Other	2	1	.....	1	.....	.....	.....
South and east Europe	297	41	13.8	37	4	4	.....
Russian Jewish	70	10	14.3	10	.....	.....	.....
Other Jewish	9	2	.....	2	.....	.....	.....
Italian	197	22	11.2	19	3	3	.....
Other	21	7	.....	6	1	1	.....
Asia, Syria	6	1	.....	1	.....	.....	.....
North America	[b] 32	5	.....	5	.....	.....	.....
French Canadian	6	.....	.....	.....	.....	.....	.....
English and Scotch Canadian	25	5	.....	5	.....	.....	.....
Nationality of father not reported	29	12	.....	8	4	3	1

[a] Not shown where base is less than 50.
[b] Including 1 child the nationality of whose father was not specified.

[42] Estimated from the mortality during 14 years of males aged 30 as given in U. S. Life Tables, 1910. The estimate is purposely slightly overstated in assuming a rather high average age of fathers at the births of their children and in assuming that the mortality of males applied to married males.

Desertion by the father, though not a frequent cause of child labor as compared with the death of the father, doubtless played its part in sending children from school to work, for the fathers of 21 of the 823 interviewed children, or 2.6 per cent, were not living with their families.

OCCUPATION OF FATHER.

Table 26 gives, according to the occupations of the fathers at the time the children went to work, the distribution of all the children interviewed whose fathers were living with their families. About

TABLE 26.—*Occupation of father, and nativity of father and child, by sex of child; children interviewed.*

Occupation of father or stepfather and sex of child.	Children.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of father not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	823	.....	201	.....	427	.....	166	.....	29
Father living with family	635	100.0	145	100.0	338	100.0	133	100.0	19
Laborer (all industries)	118	18.6	11	7.6	79	23.4	26	19.5	2
Skilled or semiskilled mechanic	118	18.6	36	24.8	54	16.0	20	15.0	8
Factory operative	91	14.3	15	10.3	46	13.6	29	21.8	1
Merchant (including peddler)	51	8.0	8	5.5	26	7.7	15	11.3	2
Other proprietor	31	4.9	4	2.8	18	5.3	9	6.8	.....
Clerical worker	10	1.6	8	5.5	1	.3	1	.8	.....
Teamster, driver, expressman	52	8.2	14	9.7	33	9.8	3	2.3	2
Other	83	13.1	31	21.4	40	11.8	12	9.0	.....
Not employed	81	12.8	18	12.4	41	12.1	18	13.5	4
Father not living with family	21	.....	6	.....	8	.....	5	.....	2
Father dead	149	.....	44	.....	74	.....	23	.....	8
Not reported	18	.....	6	.....	7	.....	5	.....	.....
Boys	477	.....	127	.....	252	.....	76	.....	22
Father living with family	364	100.0	89	100.0	201	100.0	59	100.0	15
Labor (all industries)	59	16.2	3	3.4	42	20.9	13	22.0	1
Skilled or semiskilled nechanic	82	22.5	26	29.2	37	18.4	12	20.3	7
Factory operative	45	12.4	7	7.9	26	12.9	11	18.6	1
Merchant (including peddler)	33	9.1	6	6.7	20	10.0	6	10.2	1
Other proprietor	18	4.9	3	3.4	8	4.0	7	11.9	.....
Clerical worker	6	1.6	5	5.6	.....	.....	1	1.7	.....
Teamster, driver, expressman	34	9.3	6	6.7	25	12.4	1	1.7	2
Other	48	13.2	23	25.8	22	10.9	3	5.1	.....
Not employed	39	10.7	10	11.2	21	10.4	5	8.5	3
Father not living with family	14	.....	5	.....	5	.....	3	.....	1
Father dead	88	.....	28	.....	43	.....	11	.....	6
Not reported	11	.....	5	.....	3	.....	3	.....	.....
Girls	346	.....	74	.....	175	.....	90	.....	7
Father living with family	271	100.0	56	100.0	137	100.0	74	100.0	4
Laborer (all industries)	59	21.8	8	14.3	37	27.0	13	17.6	1
Skilled or semiskilled mechanic	36	13.3	10	17.9	17	12.4	8	10.8	1
Factory operative	46	17.0	8	14.3	20	14.6	18	24.3	.....
Merchant (including peddler)	18	6.6	2	3.6	6	4.4	9	12.2	1
Other proprietor	13	4.8	1	1.8	10	7.3	2	2.7	.....
Clerical worker	4	1.5	3	5.4	1	.7	.....	.....	.....
Teamster, driver, expressman	18	6.6	8	14.3	8	5.8	2	2.7	.....
Other	35	12.9	8	14.3	18	13.1	9	12.2	.....
Not employed	42	15.5	8	14.3	20	14.6	13	17.6	1
Father not living with family	7	.....	1	.....	3	.....	2	.....	1
Father dead	61	.....	16	.....	31	.....	12	.....	2
Not reported	7	.....	1	.....	4	.....	2	.....	.....

one-eighth, 12.8 per cent, of the children had unemployed fathers. Not far from one-fifth, 18.6 per cent, had fathers who were laborers, and the same proportion had fathers who were skilled or semiskilled mechanics. The fathers of 14.3 per cent were factory operatives, of 8.2 per cent teamsters, drivers, and expressmen, and of 8 per cent merchants and peddlers. Very few, only 1.6 per cent of the children, had fathers who were clerical workers.

Considerable difference was found between girls and boys in respect to the occupations of the fathers. In the first place, the unemployment of the father appears to have had more effect upon the employment of girls than of boys; although in general girls were less likely to go to work than boys, a larger proportion of the girls than of the boys who were interviewed, 15.5 per cent as compared with 10.7 per cent, had unemployed fathers. A considerably larger proportion of the fathers of the girls, too, 21.8 per cent as compared with 16.2 per cent, were laborers, and a much smaller proportion, 13.3 per cent as compared with 22.5 per cent, were skilled or semiskilled mechanics. A smaller number of girls went to work, however, and it is interesting to note that the number of girls whose fathers were laborers, 59, is precisely the same as that of boys. Similarly the fathers of 46 girls and of 45 boys were factory operatives, making the proportion for girls 17 per cent and for boys only 12.4 per cent. On the other hand the much larger numbers and proportions of boys whose fathers were skilled or semiskilled mechanics, merchants or peddlers, and teamsters, drivers, or expressmen seem to indicate clearly a decidedly greater tendency among the sons than among the daughters of men in these occupations to go to work at an early age.

Considerable difference was also found between the different nativity groups, the native children of native parentage having a larger proportion of fathers who were skilled or semiskilled operatives, those of foreign parentage a larger proportion who were laborers, and the foreign-born children larger proportions of fathers who were factory operatives and who were merchants or peddlers. Of the native children of native parentage approximately one-fourth, 24.8 per cent, had fathers who were skilled or semiskilled mechanics, and only 7.6 per cent had fathers who were laborers. On the other hand, nearly one-fourth, 23.4 per cent, of the native children of foreign parentage were children of laborers and only 16 per cent were children of skilled or semiskilled mechanics. The fathers of nearly as large a proportion of the foreign-born children, 15 per cent, as of the native children of foreign parentage were skilled or semiskilled mechanics, and the fathers of a smaller proportion, only 19.5 per cent, as compared with 23.4 per cent, were laborers. But over one-fifth, 21.8 per cent, of the foreign-born children had fathers who were factory operatives, and the fathers of more than one-tenth, 11.3 per cent,

were merchants or peddlers. Of the native children of native fathers only one-tenth, 10.3 per cent, and of the native children of foreign-born fathers only a little more than one-eighth, 13.6 per cent, were factory operatives. Comparatively few native children, moreover, only 5.5 per cent of those whose fathers were native and 7.7 per cent of those whose fathers were foreign born, had fathers who were merchants or peddlers.

UNEMPLOYED FATHERS.

It is impossible to make even an estimate of the proportion of unemployed men in Boston during the period covered by this study. But the unemployment of the father of the family, like his desertion, seems to have been less important as a cause of the child's employment than his death. It has already been seen that about one-eighth, 12.8 per cent, of the interviewed children whose fathers were living with their families had unemployed fathers at the time they went to work. Table 27 shows, however, that this proportion was considerably less, only 8.8 per cent, among the children included in the continuation-school group.

As already stated, among the interviewed children a considerably larger proportion of girls than of boys, 15.5 per cent as compared with 10.7 per cent, had unemployed fathers. But this difference is decidedly less, 9.5 per cent as compared with 8.3 per cent, among the children for whom continuation-school records were used.

TABLE 27.—*Employment of father and sex of child; comparison of children interviewed with children in Boston continuation school.*

Status of father and sex of child.	Children in Boston continuation school.		Children interviewed.	
	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	3,399	.....	823	.....
Father living with family	2,577	100.0	635	100.0
Employed	2,350	91.2	554	87.2
Not employed	227	8.8	81	12.8
Father dead or not living with family	696	.....	170	.....
Father's status not reported	126	.....	18	.....
Boys	2,026	.....	477	.....
Father living with family	1,537	100.0	364	100.0
Employed	1,409	91.7	325	89.3
Not employed	128	8.3	39	10.7
Father dead or not living with family	416	.....	102	.....
Father's status not reported	73	.....	11	.....
Girls	1,373	.....	346	.....
Father living with family	1,040	100.0	271	100.0
Employed	941	90.5	229	84.5
Not employed	99	9.5	42	15.5
Father dead or not living with family	280	.....	68	.....
Father's status not reported	53	.....	7	.....

The proportion of children who had unemployed fathers, according to Table 28, was about the same in each nativity group, though somewhat larger among the foreign-born children. This difference was due entirely to the fact that a considerably larger proportion of foreign-born girls than of foreign-born boys, 17.6 per cent as compared with 8.5 per cent, had unemployed fathers. In fact a smaller proportion of the foreign-born boys than of any other group had fathers who were unemployed. Among the native children of native fathers the difference between the girls and boys in this respect was somewhat less than in any other nativity group. Evidently no definite conclusion can be drawn as to the effect of the unemployment of their fathers in causing the children of the different nativity groups to go to work.

TABLE 28.—*Employment of father, and nativity of father and child, by sex of child; children interviewed.*

Status of father and sex of child.	Children.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	823	.....	201	.....	427	.....	166	.....	29
Father living with family	635	100.0	145	100.0	338	100.0	133	100.0	19
Employed	554	87.2	127	87.6	297	87.9	115	86.5	15
Not employed	81	12.8	18	12.4	41	12.1	18	13.5	4
Father dead or not living with family	170	.....	50	.....	82	.....	28	.....	10
Father's status not reported	18	.....	6	.....	7	.....	5	.....	.....
Boys	477	.....	127	.....	252	.....	76	.....	22
Father living with family	364	100.0	89	100.0	201	100.0	59	100.0	15
Employed	325	89.3	79	88.8	180	89.6	54	91.5	12
Not employed	39	10.7	10	11.2	21	10.4	5	8.5	3
Father dead or not living with family	102	.....	33	.....	48	.....	14	.....	7
Father's status not reported	11	.....	5	.....	3	.....	3	.....	.....
Girls	346	.....	74	.....	175	.....	90	.....	7
Father living with family	271	100.0	56	100.0	137	100.0	74	100.0	4
Employed	229	84.5	48	85.7	117	85.4	61	82.4	3
Not employed	42	15.5	8	14.3	20	14.6	13	17.6	1
Father dead or not living with family	68	.....	17	.....	34	.....	14	.....	3
Father's status not reported	7	.....	1	.....	4	.....	2	.....	.....

EMPLOYED MOTHERS.

Table 29 shows that of the children whose mothers were living with their families 15.8 per cent of the continuation-school group and 17.5 per cent of the interviewed group had mothers who were gainfully employed. In both groups a larger proportion of girls than of boys, among the interviewed children 19.6 per cent as compared with 15.9 per cent, had employed mothers.

Considerable difference existed, according to Table 30, in the tendency of the different nativity groups as regards the employment of mothers of working children. It appears that, in families of the children interviewed where the father was native born, the mother was more likely to have gone to work before the child was sent into industry than in those where the father was foreign born; and she was also more likely to have gone to work first in the families where the father was foreign born but the children native than in those where both fathers and children were foreign born. Of the children of native fathers about 2 in every 10, 20.3 per cent, had employed mothers, and the proportion for the native children of foreign-born fathers was nearly as high, 18.4 per cent. But of the foreign-born children less than 1 in 10, 9.7 per cent, had employed mothers. This difference between the nativity groups is probably in part due to a greater tendency on the part of mothers whose children were born in this country to go to work themselves rather than send their children to work, but it may also have been due in part to the fact that in the families of recent immigrants the mothers perhaps more often had small children to care for at home.

TABLE 29.—*Employment of mother and sex of child; comparison of children interviewed with children in Boston continuation school.*

Status of mother and sex of child.	Children in Boston continuation school.		Children interviewed (Boston).	
	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	3,399	.....	823	.....
Mother living with family	2,941	100.0	733	100.0
Employed	464	15.8	128	17.5
Not employed	2,477	84.2	605	82.5
Mother dead or not living with family	246	.....	45	.....
Mother's status not reported	212	.....	45	.....
Boys	2,026	.....	477	.....
Mother living with family	1,740	100.0	427	100.0
Employed	260	14.9	68	15.9
Not employed	1,480	85.1	359	84.1
Mother dead or not living with family	140	.....	23	.....
Mother's status not reported	146	.....	27	.....
Girls	1,373	.....	346	.....
Mother living with family	1,201	100.0	306	100.0
Employed	204	17.0	60	19.6
Not employed	997	83.0	246	80.4
Mother dead or not living with family	106	.....	22	.....
Mother's status not reported	66	.....	18	.....

The proportion of girls whose mothers were employed was greater than that of boys in each nativity group, except that of foreign-born children, where only 6.4 per cent of the girls but 13.4 per cent of the boys had employed mothers. But among the native children of foreign-born fathers 23.4 per cent of the girls as compared with only

14.9 per cent of the boys, and among the native children of native fathers over one-fourth, 25.8 per cent, of the girls as compared with only 17.1 per cent of the boys had mothers who were employed. Evidently in families where the children were native, even when the fathers were foreign born, the mothers more frequently preceded the daughters than the sons in gainful employment.

TABLE 30.—*Employment of mother, by nativity of father and child, and sex of child; children interviewed.*

Status of mother and sex of child.	Children.								Nativity of fathers not reported; children native.
	Total.		Both fathers and children native.		Fathers foreign born.				
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	823	.....	201	.....	427	.....	166	.....	29
Mother living with family	733	100.0	177	100.0	386	100.0	145	100.0	25
Employed	128	17.5	36	20.3	71	18.4	14	9.7	7
Not employed	605	82.5	141	79.7	315	81.6	131	90.3	18
Mother dead or not living with family	45	.....	8	.....	25	.....	9	.....	3
Mother's status not reported	45	.....	16	.....	16	.....	12	.....	1
Boys	477	.....	127	.....	252	.....	76	.....	22
Mother living with family	427	100.0	111	100.0	228	100.0	67	100.0	21
Employed	68	15.9	19	17.1	34	14.9	9	13.4	6
Not employed	359	84.1	92	82.9	194	85.1	58	86.6	15
Mother dead or not living with family	23	.....	5	.....	14	.....	3	.....	1
Mother's status not reported	27	.....	11	.....	10	.....	6	.....	.....
Girls	346	.....	74	.....	175	.....	90	.....	7
Mother living with family	306	100.0	66	100.0	158	100.0	78	100.0	4
Employed	60	19.6	17	25.8	37	23.4	5	6.4	1
Not employed	246	80.4	49	74.2	121	76.6	73	93.6	3
Mother dead or not living with family	22	.....	3	.....	11	.....	6	.....	2
Mother's status not reported	18	.....	5	.....	6	.....	6	.....	1

The preceding comparisons relate only to children whose mothers were known to be living with their families. Table 31, on the other hand, shows that of all the interviewed children, including also those whose mothers were dead or not living with their families or whose mothers' status was not known, only 15.6 per cent had employed mothers. Yet the proportion of working mothers rose to 25.9 per cent among the children whose fathers were unemployed and to 40 per cent among the children whose fathers were dead or not living with their families. Moreover, the latter group had an unusually large proportion, 11.2 per cent, of mothers who were also dead or not living with their families, so that less than half, 44.7 per cent, of these fatherless children had mothers at home and not employed. But of the children whose fathers were employed, 83.6 per cent, or

nearly twice as large a proportion, had mothers at home and not employed. Evidently the death, desertion, or unemployment of the father frequently led directly to the employment of the mother.

TABLE 31.—*Employment of mother, by status of father and sex of child; children interviewed.*

Status of father and sex of child.	All children.	Children whose mothers were—							
		Employed.		Not employed.		Dead or not living with family.		Mother's status not reported.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	128	15.6	605	73.5	45	5.5	45	5.5
Father employed	554	39	7.0	463	83.6	25	4.5	27	4.9
Father not employed	81	21	25.9	59	72.8	1	1.2	.....	.....
Father dead or not living with family	170	68	40.0	76	44.7	19	11.2	7	4.1
Father's status not reported	18	.....	.....	7	.....	.....	.....	11	.....
Boys	477	68	14.3	359	75.3	23	4.8	27	5.7
Father employed	325	25	7.7	268	82.5	14	4.3	18	5.5
Father not employed	39	7	.....	31	.....	1	.....	.....	.....
Father dead or not living with family	102	36	35.3	55	53.9	8	7.8	3	2.9
Father's status not reported	11	.....	.....	5	.....	.....	.....	6	.....
Girls	346	60	17.3	246	71.1	22	6.4	18	5.2
Father employed	229	14	6.1	195	85.2	11	4.8	9	3.9
Father not employed	42	14	.....	28	.....	.....	.....	.....	.....
Father dead or not living with family	68	32	47.1	21	30.9	11	16.2	4	5.9
Father's status not reported	7	.....	.....	2	.....	.....	.....	5	.....

[1] Not shown where base is less than 50.

ECONOMIC NEED OF CHILD'S WORK.

The figures which have been given relating to the families of the children tend to throw some indirect light upon the economic need for their gainful labor. Upon this point more direct evidence is furnished, however, by the statements of the children themselves, which, though not to be wholly relied upon, probably reflect roughly the part played by poverty in the transfer of the young children of Boston from school to industry.

From one-third to two-fifths of the children, 32.7 per cent of those in the continuation-school group and 40.5 per cent of those in the interviewed group, stated that they had left school for economic reasons—that is, because their earnings were needed at home. Table 32 shows also that a larger proportion of girls than of boys left school for this reason. Of the girls interviewed, indeed, nearly half, 48.6 per cent, left school for economic reasons. Evidently the girls, more generally than the boys, were kept in school unless their earnings were actually needed.

Economic need as a reason for child labor appeared to decrease as the family's length of residence in this country increased. Table 33

shows, for example, that of the Italian children who were interviewed, nearly two-thirds, 63.7 per cent, of those who were themselves foreign born and only about one-half, 50.9 per cent, of those who were native born of foreign fathers, left school for economic reasons. On the other hand only about one-third, 33.2 per cent, of the native children of fathers from north and west Europe, the source of the earlier immigration, and but little more than one-third, 34.3 per cent, of the native children of native fathers, alleged economic necessity as a reason for leaving school. To a certain extent, however, this result may have been influenced by more frequent unwillingness on the part of native children of native fathers to confess to economic need even when such need actually existed.

TABLE 32.—*Reason for leaving school, by sex; comparison of children interviewed with children in Boston continuation school.*

Reason for leaving school, and sex.	Children in Boston continuation school.		Children interviewed (Boston).	
	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	3,399	100.0	823	100.0
Economic reasons	1,112	32.7	333	40.5
Other reasons	1,846	54.3	408	49.6
Reasons not reported	441	13.0	82	10.0
Boys	2,026	100.0	477	100.0
Economic reasons	566	27.9	165	34.6
Other reasons	1,177	58.1	262	54.9
Reasons not reported	283	14.0	50	10.5
Girls	1,373	100.0	346	100.0
Economic reasons	546	39.8	168	48.6
Other reasons	669	48.7	146	42.2
Reasons not reported	158	11.5	32	9.2

In each group, except the native children of fathers from north and west Europe, a larger proportion of girls than of boys gave economic necessity as the reason for leaving school. The difference between the sexes in this regard is particularly striking among the native children of native fathers; in this group 44.6 per cent of the girls and only 28.3 per cent of the boys left school for this reason.

Economic reasons for leaving school were given by a larger proportion of the children whose fathers were unemployed than of those whose fathers were dead or not living with their families, 77.8 per cent as compared with 53.5 per cent. Table 34 shows also that children of foreign parentage gave this reason as often as those of native parentage when their fathers were unemployed, but more often, in 56.4 per cent of the cases as compared with 52 per cent, when their fathers were dead or not living with their families.

TABLE 33.—*Reason for leaving school, by nationality of father and nativity and sex of child; children interviewed.*

Nationality of father and nativity and sex of child.	All children.	Children who left school because of— Economic reasons.		Other reasons.		Reasons not reported.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	333	40.5	408	49.6	82	10.0
Both fathers and children native	201	69	34.3	111	55.2	21	10.4
Fathers foreign born and children native	427	167	39.1	215	50.4	45	10.5
Fathers' nationalities:							
North and west Europe	235	78	33.2	127	54.0	30	12.8
Irish	161	54	33.5	83	51.6	24	14.9
Other	74	24	32.4	44	59.5	6	8.1
South and east Europe	162	78	48.1	72	44.4	12	7.4
Italian	106	54	50.9	45	42.5	7	6.6
Other	56	24	42.9	27	48.2	5	8.9
Other	30	11	.....	16	.....	3	.....
Both fathers and children foreign born	166	89	53.6	65	39.2	12	7.2
Fathers' nationalities:							
North and west Europe	23	6	.....	16	.....	1	.....
Irish	6	.....	.....	6	.....	.....	.....
Other	17	6	.....	10	.....	1	.....
South and east Europe	135	80	59.3	44	32.6	11	8.1
Italian	91	58	63.7	29	31.9	4	4.4
Other	44	22	.....	15	.....	7	.....
Other	8	3	.....	5	.....	.....	.....
Nativity of fathers not reported; children native	29	8	.....	17	.....	4	.....
Boys	477	165	34.6	262	54.9	50	10.5
Both fathers and children native	127	36	28.3	77	60.6	14	11.0
Fathers foreign born and children native	252	91	36.1	134	53.2	27	10.7
Fathers' nationalities:							
North and west Europe	147	49	33.3	82	55.8	16	10.9
Irish	96	32	33.3	51	53.1	13	13.5
Other	51	17	33.3	31	60.8	3	5.9
South and east Europe	85	36	42.4	41	48.2	8	9.4
Italian	51	21	41.2	24	47.1	6	11.8
Other	34	15	.....	17	.....	2	.....
Other	20	6	.....	11	.....	3	.....
Both fathers and children foreign born	76	34	44.7	37	48.7	5	6.6
Fathers' nationalities:							
North and west Europe	18	3	.....	14	.....	1	.....
Irish	5	.....	.....	5	.....	.....	.....
Other	13	3	.....	9	.....	1	.....
South and east Europe	57	31	54.4	22	38.6	4	7.0
Italian	34	19	.....	13	.....	2	.....
Other	23	12	.....	9	.....	2	.....
Other	1	.....	.....	1	.....	.....	.....
Nativity of fathers not reported; children native	22	4	.....	14	.....	4	.....
Girls	346	168	48.6	146	42.2	32	9.2
Both fathers and children native	74	33	44.6	34	45.9	7	9.5
Fathers foreign born and children native	175	76	43.4	81	46.3	18	10.3
Fathers' nationalities:							
North and west Europe	88	29	33.0	45	51.1	14	15.9
Irish	65	22	33.8	32	49.2	11	16.9
Other	23	7	.....	13	.....	3	.....
South and east Europe	77	42	54.5	31	40.3	4	5.2
Italian	55	33	60.0	21	38.2	1	1.8
Other	22	9	.....	10	.....	3	.....
Other	10	5	.....	5	.....	.....	.....
Both fathers and children foreign born	90	55	61.1	28	31.1	7	7.8
Fathers' nationalities:							
North and west Europe	5	3	.....	2	.....	.....	.....
Irish	1	.....	.....	1	.....	.....	.....
Other	4	3	.....	1	.....	.....	.....
South and east Europe	78	49	62.8	22	28.2	7	9.0
Italian	57	39	68.4	16	28.1	2	3.5
Other	21	10	.....	6	.....	5	.....
Other	7	3	.....	4	.....	.....	.....
Nativity of fathers not reported; children native	7	4	.....	3	.....	.....	.....

[1] Not shown where base is less than 50.

The contrast between girls and boys on this point is shown in Tables 35 and 36, which give the proportions of each sex among the children whose fathers and among those whose mothers were employed, unemployed, or dead or not living with their families. Of all the children whose fathers were unemployed only 51.9 per cent were girls, yet of those with unemployed fathers who gave economic reasons for leaving school 54 per cent were girls. Similarly, of all the children whose fathers were dead or not living with their families only 40 per cent were girls, yet of the children of this group who gave economic reasons for leaving school 42.9 per cent were girls.[43] Table 36 shows that, although of all the children whose mothers were employed only 46.9 per cent were girls, of those with employed mothers who gave economic reasons for leaving school 52.1 per cent were girls. That girls were more likely than boys to leave school only because of economic necessity is again shown in the fact that, although only 42 per cent of all the children were girls, of those who stated that they left school for economic reasons 50.5 per cent were girls.

TABLE 34.—*Reason for leaving school, by status and nativity of father; children interviewed.*

Status and nativity of father.	All children.	Children who left school because of—					
		Economic reasons.		Other reasons.		Reasons not reported.	
		Number.	Per cent.[a]	Number.	Per cent.[a]	Number.	Per cent.[a]
Total	823	333	40.5	408	49.6	82	10.0
Father employed	554	176	31.8	323	58.3	55	9.9
Father not employed	81	63	77.8	16	19.8	2	2.5
Father dead or not living with family	170	91	53.5	63	37.1	16	9.4
Father's status not reported	18	3	.....	6	.....	9	.....
Father native	201	69	34.3	111	55.2	21	10.4
Father employed	127	30	23.6	81	63.8	16	12.6
Father not employed	18	13	.....	5	.....	.....	.....
Father dead or not living with family	50	26	52.0	22	44.0	2	4.0
Father's status not reported	6	.....	.....	3	.....	3	.....
Father foreign born	593	256	43.2	280	47.2	57	9.6
Father employed	412	145	35.2	229	55.6	38	9.2
Father not employed	59	46	78.0	11	18.6	2	3.4
Father dead or not living with family	110	62	56.4	37	33.6	11	10.0
Father's status not reported	12	3	.....	3	.....	6	.....
Nativity of father not reported	29	8	.....	17	.....	4	.....
Father employed	15	1	.....	13	.....	1	.....
Father not employed	4	4	.....	.....	.....	.....	.....
Father dead or not living with family	10	3	.....	4	.....	3	.....

[a] Not shown where base is less than 50.

[43] Table 35 also shows, in another way, the fact already mentioned that the unemployment of the father seems more often to have been a cause of the employment of the girl than of the boy. For, although only 42 per cent of all the children interviewed were girls, 51.9 per cent of those whose fathers were unemployed were girls.

TABLE 35.—*Sex, by reason for leaving school, and status of father; children interviewed.*

Reason for leaving school and status of father.	Children.	Boys.		Girls.	
		Number.	Per cent.[1]	Number.	Per cent.[1]
All reasons	823	477	58.0	346	42.0
Father employed	554	325	58.7	229	41.3
Father not employed	81	39	48.1	42	51.9
Father dead or not living with family	170	102	60.0	68	40.0
Father's status not reported	18	11	.....	7	.....
Economic reasons	333	165	49.5	168	50.5
Father employed	176	82	46.6	94	53.4
Father not employed	63	29	46.0	34	54.0
Father dead or not living with family	91	52	57.1	39	42.9
Father's status not reported	3	2	.....	1	.....
Other reasons	408	262	64.2	146	35.8
Father employed	323	209	64.7	114	35.3
Father not employed	16	8	.....	8	.....
Father dead or not living with family	63	42	66.7	21	33.3
Father's status not reported	6	3	.....	3	.....
Reasons not reported	82	50	61.0	32	39.0
Father employed	55	34	61.8	21	38.2
Father not employed	2	2	.....	.....	.....
Father dead or not living with family	16	8	.....	8	.....
Father's status not reported	9	6	.....	3	.....

[1] Not shown where base is less than 50.

TABLE 36.—*Sex, by reason for leaving school, and status of mother; children interviewed.*

Reason for leaving school and status of mother.	Children.	Boys.		Girls.	
		Number.	Per cent.[1]	Number.	Per cent.[1]
All reasons	823	477	58.0	346	42.0
Mother employed	128	68	53.1	60	46.9
Mother not employed	605	359	59.3	246	40.7
Mother dead or not living with family	45	23	.....	22	.....
Mother's status not reported	45	27	.....	18	.....
Economic reasons	333	165	49.5	168	50.5
Mother employed	73	35	47.9	38	52.1
Mother not employed	234	117	50.0	117	50.0
Mother dead or not living with family	16	6	.....	10	.....
Mother's status not reported	10	7	.....	3	.....
Other reasons	408	262	64.2	146	35.8
Mother employed	43	27	.....	16	.....
Mother not employed	322	209	64.9	113	35.1
Mother dead or not living with family	25	15	.....	10	.....
Mother's status not reported	18	11	.....	7	.....
Reasons not reported	82	50	61.0	32	39.0
Mother employed	12	6	.....	6	.....
Mother not employed	49	33	.....	16	.....
Mother dead or not living with family	4	2	.....	2	.....
Mother's status not reported	17	9	.....	8	.....

[1] Not shown where base is less than 50.

TERMINATION OF SCHOOL LIFE.

The next questions which arise relate to the child's relationship to the school, to the age at which he left, the amount of schooltime lost between leaving and going to work, whether or not he began work during a vacation period, his specific reason for leaving, the grade he had completed, and whether he was in a higher grade than normal, a normal grade, or a grade lower than normal for his age. In considering these subjects it must be remembered that all the more detailed data in this study relate to the group of children interviewed, about three-fourths of whom, as compared with less than a third of all children taking out certificates, were less than 14½ years of age when they went to work. About 19 out of 20 of these children, indeed, went to work before they were 15. Even among the children included in the continuation-school group, furthermore, a somewhat larger proportion took out certificates when under 15 years of age than among all those who took out certificates.[44]

AGE AT LEAVING SCHOOL.

Naturally, because of the differences in age at going to work, a larger proportion of the interviewed children than of those included in the continuation-school group left school when less than 15 years of age. Table 37 shows, indeed, that 95.2 per cent of the interviewed children left school before they were 15, and 18.7 per cent of them before they were 14. A larger proportion of girls than of boys, 21.4 per cent as compared with 16.8 per cent, left school before the age of 14. Even of the children in the continuation-school group 274, or 8.1 per cent, left school when under 14—44, or 1.3 per cent, when under 13½ years of age. In this group, too, girls showed a greater tendency than boys to leave school early.

Children whose fathers were dead or not living with their families showed a tendency to leave school, as well as to go to work,[45] younger than those from normal families. Although in some cases the death of the father or his separation from the family may have occurred when the child was over 15 and caused his employment at this later age. Table 38 shows that, in the group of children for whom continuation-school records were used, 63.1 per cent of those whose fathers alone were dead or not living with their families, as compared with 56.5 per cent of those whose parents were living together, left

[44] See Table 17, p. 84.

[45] See pp. 89, 91.

school before they were 15. Moreover, about 1 in 10, 10.8 per cent, of the fatherless children, as compared with only 7.6 per cent of the children from normal families, left school when under 14—20 per cent before they were 13½ years of age. A similar tendency to go to work comparatively early is shown among the children both of whose parents were dead or not living with their families.

TABLE 37.—*Age at leaving school, by sex; comparison of children interviewed with children in Boston continuation school.*

Age at leaving school and sex.	Children in Boston continuation school.		Children interviewed (Boston).	
	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	3,399	100.0	823	100.0
Under 14	274	8.1	154	18.7
14, under 15	1,657	48.7	630	76.5
15, under 16	1,125	33.1	38	4.6
Not reported	142	4.2	1	.1
Not leaving	201	5.9	.....	.....
Boys	2,026	100.0	477	100.0
Under 14	133	6.6	80	16.8
14, under 15	938	46.3	373	78.2
15, under 16	711	35.1	23	4.8
Not reported	105	5.2	1	.2
Not leaving	139	6.9	.....	.....
Girls	1,373	100.0	346	100.0
Under 14	141	10.3	74	21.4
14, under 15	719	52.4	257	74.3
15, under 16	414	30.2	15	4.3
Not reported	37	2.7	.....	.....
Not leaving	62	4.5	.....	.....

TABLE 38.—*Age at leaving school, by family status; children in Boston continuation school.*

Family status.	Total.	Children leaving school at specified age.										Children not leaving school.	
		Under 13½.		13½ under 14.		14 under 15.		15 under 16.		Not reported.			
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Total	3,399	44	1.3	230	6.8	1,657	48.7	1,125	33.1	142	4.2	201	5.9
Parents living together	2,263	26	1.1	147	6.5	1,107	48.9	773	34.2	69	3.0	141	6.2
Father dead or not living with family	600	12	2.0	53	8.8	314	52.3	169	28.2	20	3.3	32	5.3
Mother dead or not living with family	150	1	0.7	12	8.0	69	46.0	54	36.0	5	3.3	9	6.0
Both parents dead or not living with family	96	2	2.1	6	6.3	57	59.4	24	25.0	3	3.1	4	4.2
Status of one or both parents not reported	290	3	1.0	12	4.1	110	37.9	105	36.2	45	15.5	15	5.2

SCHOOLTIME LOST.

If a child became 14 during a vacation, however, he may have left school before that age without any violation of the compulsory-attendance law. Of much greater significance, therefore, than whether or not he left school before he was 14 is the length of the period during the school term between the date of his leaving school and the date of his going to work. This interval between leaving school and going to work usually meant[46] time lost which, according to law, should have been spent in school.

TABLE 39.—*Amount of school time lost, by nativity of father and nativity and sex of child; children interviewed.*

School time lost and sex of child.	Children.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution	Number.	Per cent distribution	Number.	Per cent distribution	Number.	Per cent distribution	
All children	823	100.0	201	100.0	427	100.0	166	100.0	29
Children who lost during interval between leaving school and going to work specified amount of schooltime (interval wholly or partly during school term)	[a] 600	72.9	157	78.1	296	69.3	[a] 124	74.7	23
None or less than 1 week	341	41.4	88	43.8	168	39.3	75	45.2	10
One week or more	258	31.3	69	34.3	128	30.0	48	28.9	13
1 week under 1 month	135	16.4	32	15.9	70	16.4	25	15.1	8
1 month under 3 months	77	9.4	18	9.0	42	9.8	14	8.4	3
3 months under 6 months	28	3.4	11	5.5	11	2.6	4	2.4	2
6 months or over	18	2.2	8	4.0	5	1.2	5	3.0	.....
Children with interval entirely during vacation	223	27.1	44	21.9	131	30.7	42	25.3	6
Boys	477	100.0	127	100.0	252	100.0	76	100.0	22
Children who lost during interval between leaving school and going to work specified amount of schooltime (interval wholly or partly during school term)	[a] 355	74.4	100	78.7	180	71.4	[a] 58	76.3	17
None or less than 1 week	222	46.5	62	48.8	112	44.4	39	51.3	9
One week or more	132	27.7	38	29.9	68	27.0	18	23.7	8
1 week under 1 month	78	16.4	23	18.1	38	15.1	12	15.8	5
1 month under 3 months	38	8.0	8	6.3	24	9.5	4	5.3	2
3 months under 6 months	10	2.1	5	3.9	3	1.2	1	1.3	1
6 months or over	6	1.3	2	1.6	3	1.2	1	1.3	.....
Children with interval entirely during vacation	122	25.6	27	21.3	72	28.6	18	23.7	5
Girls	346	100.0	74	100.0	175	100.0	90	100.0	7
Children who lost during interval between leaving school and going to work specified amount of schooltime (interval wholly or partly during school term)	245	70.8	57	77.0	116	66.3	66	73.3	6
None or less than 1 week	119	34.4	26	35.1	56	32.0	36	40.0	1
One week or more	126	36.4	31	41.9	60	34.3	30	33.3	5
1 week under 1 month	57	16.5	9	12.2	32	18.3	13	14.4	3
1 month under 3 months	39	11.3	10	13.5	18	10.3	10	11.1	1
3 months under 6 months	18	5.2	6	8.1	8	4.6	3	3.3	1
6 months or over	12	3.5	6	8.1	2	1.1	4	4.4	.....
Children with interval entirely during vacation	101	29.2	17	23.0	59	33.7	24	26.7	1

[a] Including 1 boy for whom amount of schooltime lost was not reported.

[46] In some cases the children may have obtained special home permits. See pp. 2 and 364.

Nearly one-third of the interviewed children, 31.3 per cent, lost one week or more of schooltime during their transfer from school to work. This proportion, as shown in Table 39, was even higher, 34.3 per cent, among the native children of native fathers, and was lowest, 28.9 per cent, among the foreign-born children. Less than a month was lost by 16.4 per cent of the children, but nearly one tenth, 9.4 per cent, lost from one to three months, 3.4 per cent from three to six months, and 2.2 per cent six months or more.

More girls than boys lost schooltime, for of the girls over one-third, 36.4 per cent, and of the boys only 27.7 per cent had an interval of one week or more between leaving school and going to work. The girls, moreover, lost larger amounts of time for, though the proportion of girls who lost one week but under one month is about the same as that of boys, 11.3 per cent of the girls as compared with 8 per cent of the boys lost from one to three months, 5.2 per cent as compared with 2.1 per cent of the boys lost from three to six months, and 3.5 per cent as compared with 1.3 per cent of the boys lost six months or more. This loss of time was even greater among the native girls whose fathers were also native than among those whose fathers were foreign born or among the foreign-born girls. Over two-fifths, 41.9 per cent, of the native girls whose fathers were native lost a week or more, and considerably more than one-fourth, 29.7 per cent, lost a month or more of schooltime during the transition from school to work.

SEASON AND MONTH OF GOING TO WORK.

At the time of this study promotions in the Boston schools took place only in June, and, therefore, children who went to work at any time during the school year either did so without having finished the grade which they had last begun, or else had failed to attend school as required by law. Yet, according to Table 40, nearly three-fourths, 72.8 per cent, of the children interviewed went to work during the school year. As the school year constitutes about three-fourths of the calendar year this means that nearly, though not quite, as many children took their first positions during a school term as would have been the case if the dates of taking positions had been evenly distributed throughout the year.

Nevertheless, these children did go to work somewhat more frequently during the summer vacation than at other times, for a little over one-fourth of them, 27.2 per cent, took their first regular positions during this period. But even this slightly greater tendency to go to work during the summer than at any other time showed itself

entirely among the girls, of whom 29.8 per cent went to work at that season as compared with almost exactly one-fourth, 25.4 per cent, of the boys. In all the nativity groups, except the Irish, the girls were more likely than were the boys to take their first positions during a summer vacation.

TABLE 40.—*Time of securing first regular position, by nationality of father, and nativity and sex of child; children interviewed.*

Nationality of father, nativity and sex of child.	All children.	Children who went to work— During summer vacation.		At some other time.	
		Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	224	27.2	599	72.8
Both fathers and children native	201	44	21.9	157	78.1
Fathers foreign born and children native	[2] 427	131	30.7	[2] 296	69.3
Fathers of English-speaking nationalities	222	74	33.3	148	66.7
Irish	161	51	31.7	110	68.3
Other	61	23	37.7	38	62.3
Fathers of non-English speaking nationalities	204	57	27.9	147	72.1
Italian	106	30	28.3	76	71.7
Other	98	27	27.6	71	72.4
Both fathers and children foreign born	166	42	25.3	124	74.7
Fathers of English-speaking nationalities	21	5	.....	16	.....
Irish	6	3	.....	3	.....
Other	15	2	.....	13	.....
Fathers of non-English speaking nationalities	145	37	25.5	108	74.5
Italian	91	20	22.0	71	78.0
Other	54	17	31.5	37	68.5
Nativity of fathers not reported; children native	29	7	.....	22	.....
Boys	477	121	25.4	356	74.6
Both fathers and children native	127	26	20.5	101	79.5
Fathers foreign born and children native	[2] 252	72	28.6	[2] 180	71.4
Fathers of English-speaking nationalities	137	45	32.8	92	67.2
Irish	96	31	32.3	65	67.7
Other	41	14	.....	27	.....
Fathers of non-English speaking nationalities	114	27	23.7	87	76.3
Italian	51	11	21.6	40	78.4
Other	63	16	25.4	47	74.6
Both fathers and children foreign born	76	18	23.7	58	76.3
Fathers of English-speaking nationalities	15	4	.....	11	.....
Irish	5	2	.....	3	.....
Other	10	2	.....	8	.....
Fathers of non-English speaking nationalities	61	14	23.0	47	77.0
Italian	34	7	.....	27	.....
Other	27	7	.....	20	.....
Nativity of fathers not reported; children native	22	5	.....	17	.....
Girls	346	103	29.8	243	70.2
Both fathers and children native	74	18	24.3	56	75.7
Fathers foreign born and children native	175	59	33.7	116	66.3
Fathers of English-speaking nationalities	85	29	34.1	56	65.9
Irish	65	20	30.8	45	69.2
Other	20	9	.....	11	.....
Fathers of non-English speaking nationalities	90	30	33.3	60	66.7
Italian	55	19	34.5	36	65.5
Other	35	11	.....	24	.....
Both fathers and children foreign born	90	24	26.7	66	73.3
Fathers of English-speaking nationalities	6	1	.....	5	.....
Irish	1	1	.....	.....	.....
Other	5	.....	.....	5	.....
Fathers of non-English speaking nationalities	84	23	27.4	61	72.6
Italian	57	13	22.8	44	77.2
Other	27	10	.....	17	.....
Nativity of fathers not reported; children native	7	2	.....	5	.....

[1] Not shown where base is less than 50.
[2] Including one boy the nationality of whose father was not specified.

Taking both sexes together, however, the native children of foreign-born fathers, and particularly the Irish, were more likely to go to work during the vacation period than were the foreign-born children and decidedly more so than the native children of native fathers. Of the native children of foreign-born fathers 30.7 per cent, of the foreign-born children 25.3 per cent, and of the native children of native fathers only 21.9 per cent went to work during a summer vacation. Of the native children of foreign-born fathers of English-speaking nationalities, indeed, one-third, 33 per cent, instead of only the one-fourth which would be expected if the dates of going to work were evenly distributed throughout the year, went to work during the vacation period.

TABLE 41.—*Time of securing first regular position, by status of father and sex of child; children interviewed.*

Status of father and sex of child.	All children.	Children who went to work.			
		During summer vacation.		At some other time.	
		Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	224	27.2	599	72.8
Father employed	554	159	28.7	395	71.3
Father not employed	81	17	21.0	64	79.0
Father dead or not living with family	170	44	25.9	126	74.1
Father's status not reported	18	4	.....	14	.....
Boys	477	121	25.4	356	74.6
Father employed	325	87	26.8	238	73.2
Father not employed	39	5	.....	34	.....
Father dead or not living with family	102	25	24.5	77	75.5
Father's status not reported	11	4	.....	7	.....
Girls	346	103	29.8	243	70.2
Father employed	229	72	31.4	157	68.6
Father not employed	42	12	.....	30	.....
Father dead or not living with family	68	19	27.9	49	72.1
Father's status not reported	7	.....	.....	7	.....

[1] Not shown where base is less than 50.

The fact that even less than one-fourth of the native children of native fathers seem to have taken their first positions during the long summer vacation is primarily due to the small proportion, 20.5 per cent, of the boys of this group who went to work during that period. Nevertheless the girls, instead of counteracting the tendency of the boys, showed a trifle less than the expected percentage, 24.3 per cent, going to work during the summer vacation. No other group shows so large a proportion who went to work at some time during the school term or during short vacations. It might be surmised that this was due to a greater tendency among native children of native parentage to take a vacation during the summer and wait until autumn, when

they would otherwise be obliged to return to the school room, before securing positions. American-born parents are often said to be more indulgent toward their children than foreign-born parents, and it has already been shown that, according to the child's statement of his reasons for leaving school, economic pressure was more common in the families where the father was foreign born. But, as will be seen later, it appears to be due, primarily, not to this cause but to a greater tendency on the part of native children of native parentage, particularly boys, to go to work in the spring before school has closed.[47]

Children whose fathers were unemployed were, naturally, more likely to go to work during the school year than those whose fathers were employed. Table 41 shows that only 21 per cent of the children of unemployed fathers, as compared with 28.7 per cent of the children of employed fathers, took their first positions during a summer vacation. On the other hand, of the children whose fathers were dead or not living with their families practically as large a proportion, 25.9 per cent, went to work during a summer vacation period as would be expected if the fact that school was in session had no influence whatever. It may be that the economic stress caused by unemployment is more immediately pressing than that caused by the death or desertion of the father which in many cases, doubtless, had occurred some time before the child became of age to work.

That many children who did not go to work during the summer took positions soon after school had begun in September, apparently to avoid going back to school, appears clearly in Table 42, which gives the number and proportion of children going to work in each month of the summer vacation and in each month of the school term. As June and September belong in part to the vacation and in part to the school period, these two months appear in each list. Yet during the school term part of September a larger number of children went to work than during any other complete month except June. About one-eighth, 12.9 per cent, of the interviewed children went to work in September after school had opened, whereas only 13.1 per cent went to work during the entire month of June, both before and after the closing of school. If the numbers of children who went to work in September both before and after school opened are added, it is found that not far from one-fifth, 17.4 per cent, of all the children went to work in that month alone.[a]

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[47] See Table 42, pp. 112–113.

[a] For the children who were interviewed, first regular position means the first position held after leaving school, regardless of certification; the large number of children going to work in September can not, therefore, be a reflection of any peculiarity in the employment-certificate records but must represent the actual fact.

After September and June, May had the largest number of children going to work, 10.4 per cent, and April came next with 9.8 per cent, precisely the same proportion as went to work after school had closed in June. Many children, apparently, left school shortly before the end of the session in order to secure the better positions before the closing of the schools released other applicants. During November and the three winter months—December, January, and February—fewer children went to work than during any other month except August, which was even less popular for entering industry than either December or February. Evidently the children who did not go to work during the early part of the vacation were likely to wait until after school had begun in September.

The girls showed an even greater tendency than the boys to go to work rather than return to school in the fall. Of the girls 15.6 per cent and of the boys only 10.9 per cent went to work in September after school had opened. The girls, however, showed much less tendency than the boys to leave school for work during April and May, the two months during which almost exactly one-fourth, 24.9 per cent, of the boys took their first positions. In part this may be due to the fact that in the spring more opportunities, especially for outdoor work, are opened to boys than to girls. In part it may be due to more pronounced cases of "spring fever" among boys than among girls.

The tendency to leave school for work in April and May was decidedly more pronounced among the children of native than among those of foreign-born fathers and also more pronounced among the boys than among the girls whose fathers were native. Among these girls, moreover, the movement into industry seems to have begun in March, when 10.8 per cent of them went to work, to have fallen to 6.8 per cent in April, and to have risen again to 12.2 per cent in May. But 30 per cent of the boys whose fathers were native went to work in April and May alone, and not far from half, 45 per cent, of them went to work during the four months from February to May, inclusive. Of the boys whose fathers were foreign born, on the other hand, only 34.5 per cent, or very few more than would be expected if the dates of going to work were evenly distributed throughout the year, went to work during these four months. The Russian Jewish children, indeed, seem to have entirely resisted this tendency to leave school for work in large numbers in the spring; they showed, moreover, less tendency than any other nationality group to go to work in the middle of a school year. At the same time the proportion of children who went to work in September after school had opened was practically the same in each nationality group.

TABLE 42.—*Month of going to work*[1] *in first regular position, by nativity and nationality of father and sex of child; children interviewed.*

Month of going to work in first regular position and sex.	All children.		Children of native fathers.		Children of foreign-born fathers.										Children the nativity of whose fathers was not reported.
					Total.		Irish.		Italian.		Russian Jewish.		Other.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.[2]	Number.	Per cent distribution.	
Both sexes	823	100.0	201	100.0	[3] 593	100.0	167	100.0	197	100.0	70	100.0	158	100.0	29
During summer vacation	224	27.2	44	21.9	173	29.2	54	32.3	50	25.4	26	37.1	43	27.2	7
June	81	9.8	17	8.5	64	10.8	15	9.0	20	10.2	14	20.0	15	9.5	.....
July	61	7.4	8	4.0	50	8.4	18	10.8	10	5.1	5	7.1	17	10.8	3
August	45	5.5	6	3.0	37	6.2	14	8.4	14	7.1	5	7.1	4	2.5	2
September	37	4.5	13	6.5	22	3.7	7	4.2	6	3.0	2	2.9	7	4.4	2
At some other time	599	72.8	157	78.1	[3] 420	70.8	113	67.7	147	74.6	44	62.9	115	72.8	22
January	42	5.1	10	5.0	32	5.4	8	4.8	14	7.1	2	2.9	8	5.1	.....
February	48	5.8	14	7.0	30	5.1	10	6.0	7	3.6	5	7.1	8	5.1	4
March	60	7.3	17	8.5	41	6.9	10	6.0	15	7.6	5	7.1	11	7.0	2
April	81	9.8	24	11.9	[3] 51	8.6	15	9.0	17	8.6	3	4.3	15	9.5	6
May	86	10.4	28	13.9	55	9.3	16	9.6	23	11.7	2	2.9	14	8.9	3
June	27	3.3	2	1.0	25	4.2	9	5.4	6	3.0	3	4.3	7	4.4	.....
September	106	12.9	27	13.4	77	13.0	22	13.2	25	12.7	9	12.9	21	13.3	2
October	61	7.4	11	5.5	46	7.8	8	4.8	21	10.7	5	7.1	12	7.6	4
November	40	4.9	10	5.0	30	5.1	7	4.2	9	4.6	5	7.1	9	5.7	.....
December	48	5.8	14	7.0	33	5.6	8	4.8	10	5.1	5	7.1	10	6.3	1
Boys	477	100.0	127	100.0	[3] 328	100.0	101	100.0	85	100.0	40	100.0	101	100.0	22
During summer vacation	121	25.4	26	20.5	90	27.4	33	32.7	18	21.2	14	.....	25	24.8	5
June	45	9.4	13	10.2	32	9.8	8	7.9	10	11.8	6	.....	8	7.9	.....
July	36	7.5	5	3.9	28	8.5	12	11.9	3	3.5	4	.....	9	8.9	3
August	25	5.2	4	3.1	20	6.1	10	9.9	4	4.7	3	.....	3	3.0	1
September	15	3.1	4	3.1	10	3.0	3	3.0	1	1.2	1	.....	5	5.0	1
At some other time	356	74.6	101	79.5	[3] 238	72.6	68	67.3	67	78.8	26	.....	76	75.2	17
January	21	4.4	7	5.5	14	4.3	5	5.0	6	7.1	1	.....	2	2.0	.....
February	31	6.5	10	7.9	18	5.5	6	5.9	4	4.7	3	.....	5	5.0	3
March	33	6.9	9	7.1	23	7.0	4	4.0	9	10.6	3	.....	7	6.9	1
April	63	13.2	19	15.0	[3] 38	11.6	13	12.9	9	10.6	1	.....	14	13.9	6
May	56	11.7	19	15.0	34	10.4	11	10.9	13	15.3	.....	.....	10	9.9	3
June	17	3.6	1	0.8	16	4.9	5	5.0	4	4.7	2	.....	5	5.0	.....
September	52	10.9	17	13.4	34	10.4	10	9.9	5	5.9	5	.....	14	13.9	1

October	31	6.5	4	3.1	24	7.3	5	5.0		9.4	4	.....	7	6.9	3
November	25	5.2	7	5.5	18	5.5	4	4.0	5	5.9	2	.....	7	6.9	.....
December	27	5.7	8	6.3	19	5.8	5	5.0	4	4.7	5	.....	5	5.0	.....
Girls	346	100.0	74	100.0	265	100.0	66	100.0	112	100.0	30	100.0	57	100.0	7
During summer vacation	103	29.8	18	24.3	83	31.3	21	31.8	32	28.6	12	.....	18	31.6	2
June	36	10.4	4	5.4	32	12.1	7	10.6	10	8.9	8	.....	7	12.3	.....
July	25	7.2	3	4.1	22	8.3	6	9.1	7	6.2	1	.....	8	14.0	.....
August	20	5.8	2	2.7	17	6.4	4	6.1	10	8.9	2	.....	1	1.8	1
September	22	6.4	9	12.2	12	4.5	4	6.1	5	4.5	1	.....	2	3.5	1
At some other time	243	70.2	56	75.7	182	68.7	45	68.2	80	71.4	18	.....	39	68.4	5
January	21	6.1	3	4.1	18	6.8	3	4.5	8	7.1	1	.....	6	10.5	.....
February	17	4.9	4	5.4	12	4.5	4	6.1	3	2.7	2	.....	3	5.3	1
March	27	7.8	8	10.8	18	6.8	6	9.1	6	5.4	2	.....	4	7.0	1
April	18	5.2	5	6.8	13	4.9	2	3.0	8	7.1	2	.....	1	1.8	.....
May	30	8.7	9	12.2	21	7.9	5	7.6	10	8.9	2	.....	4	7.0	.....
June	10	2.9	1	1.4	9	3.4	4	6.1	2	1.8	1	.....	2	3.5	.....
September	54	15.6	10	13.5	43	16.2	12	18.2	20	17.9	4	.....	7	12.3	1
October	30	8.7	7	9.5	22	8.3	3	4.5	13	11.6	1	.....	5	8.8	1
November	15	4.3	3	4.1	12	4.5	3	4.5	4	3.6	3	.....	2	3.5	.....
December	21	6.1	6	8.1	14	5.3	3	4.5	6	5.4	.....	.....	5	8.8	1

[1] Owing to the division into two parts, "During summer vacation" and "At some other time," the months of June and September appear twice in this table. In determining what days of these months were during vacation and what days during school term the exact dates of opening and of closing school in each of the years covered by the study were used.

[2] Rate not shown where base is less than 50.

[3] Including one boy ,the nationality of whose father was not specified.

It is, therefore, the excessive influx of native children into industry in the spring, rather than any greater tendency to save themselves from school by going to work in the autumn, which accounts for the large proportion of native children of native fathers who dropped their school careers without stopping even to finish the grades they were in. It may be that these children are more likely to leave school in the spring if they fear they will not be promoted than are the children of foreign-born fathers. But whatever the reason, the children who were interviewed had left school in large numbers from one to three months before the end of the school year when promotions were to take place.

REASONS FOR LEAVING SCHOOL.

The economic reasons for leaving school have already been discussed. Many other reasons, however, were given by the children who were interviewed, and these have been classified and the number and proportion of children giving each type of answer are shown in Table 43. Although the replies may not be as accurate on this as on most points, and although one-tenth of the children failed to give any reason, the replies obtained seem sufficiently significant to make a classification worth while.

About one-fifth, 20.2 per cent, of all the children were discontented with school, either because they disliked their school or their teacher or because of their slow progress or nonpromotion. A few children, 4 per cent of the total, stated that they had finished the eighth grade and did not wish to go to high school. Others, 12.3 per cent of the total, gave as a reason for leaving school merely that they wished to work. Many of the children, of course, who preferred to work rather than attend school were doubtless influenced by discontent with school, but, on the other hand, discontent with school may have been caused by the desire to go to work.

Discontent with school was given as a reason for leaving more often by native children of both native and foreign-born fathers than by foreign-born children. As fewer foreign-born children had finished the eighth grade this fact was less frequently given by them as a reason for leaving school than by either group of native-born children. Moreover, although 17.4 per cent of the native children of native fathers stated merely that they wished to work, this reply was given by only 11.2 per cent of the native children of foreign-born fathers and by only 7.8 per cent of the foreign-born children. On the other hand, the fact that the parents wished the child to work was given as a reason by only 3.5 per cent of the native children of native fathers but by 6.3 per cent of those of foreign-born fathers and by 5.4 per cent of the foreign-born children.

TABLE 43.—*Reason for leaving school, by nativity of father and nativity and sex of child; children interviewed.*

Reason for leaving school, and sex.	Children.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	823	100.0	201	100.0	427	100.0	166	100.0	29
Economic reasons	333	40.5	69	34.3	167	39.1	89	53.6	8
All other reasons	408	49.6	111	55.2	215	50.4	65	39.2	17
Discontent with school	166	20.2	45	22.4	94	22.0	24	14.5	3
Disliked school or teacher	100	12.1	27	13.4	54	12.6	18	10.8	1
Slow progress or nonpromotion	66	8.0	18	9.0	40	9.4	6	3.6	2
Finished eighth grade and did not wish to go to high school	33	4.0	8	4.0	19	4.4	4	2.4	2
Other reasons	209	25.4	58	28.9	102	23.9	37	22.3	12
Child wished to work	101	12.3	35	17.4	48	11.2	13	7.8	5
Parent wished child to work	45	5.5	7	3.5	27	6.3	9	5.4	2
Illness of child	12	1.5	4	2.0	2	0.5	6	3.6	.....
Illness in family	10	1.2	4	2.0	4	0.9	1	0.6	1
Other reasons	41	5.0	8	4.0	21	4.9	8	4.8	4
Not reported	82	10.0	21	10.4	45	10.5	12	7.2	4
Boys	477	100.0	127	100.0	252	100.0	76	100.0	22
Economic reasons	165	34.6	36	28.3	91	36.1	34	44.7	4
All other reasons	262	54.9	77	60.6	134	53.2	37	48.7	14
Discontent with school	109	22.9	33	26.0	62	24.6	12	15.8	2
Disliked school or teacher	64	13.4	22	17.3	33	13.1	9	11.8	.....
Slow progress or nonpromotion	45	9.4	11	8.7	29	11.5	3	3.9	2
Finished eighth grade and did not wish to go to high school	16	3.4	5	3.9	8	3.2	1	1.3	2
Other reasons	137	28.7	39	30.7	64	25.4	24	31.6	10
Child wished to work	73	15.3	27	21.3	33	13.1	8	10.5	5
Parent wished child to work	29	6.1	5	3.9	15	6.0	7	9.2	2
Illness of child	8	1.7	3	2.4	1	0.4	4	5.3	.....
Illness in family	2	0.4	.....	.....	2	0.8	.....	.....	.....
Other reasons	25	5.2	4	3.2	13	5.2	5	6.6	3
Not reported	50	10.5	14	11.0	27	10.7	5	6.6	4
Girls	346	100.0	74	100.0	175	100.0	90	100.0	7
Economic reasons	168	48.6	33	44.6	76	43.4	55	61.1	4
All other reasons	146	42.2	34	45.9	81	46.3	28	31.1	3
Discontent with school	57	16.5	12	16.2	32	18.3	12	13.3	1
Disliked school or teacher	36	10.4	5	6.8	21	12.0	9	10.0	1
Slow progress or nonpromotion	21	6.1	7	9.5	11	6.3	3	3.3	.....
Finished eighth grade and did not wish to go to high school	17	4.9	3	4.1	11	6.3	3	3.3	.....
Other reasons	72	20.8	19	25.7	38	21.7	13	14.4	2
Child wished to work	28	8.1	8	10.8	15	8.6	5	5.6	.....
Parent wished child to work	16	4.6	2	2.7	12	6.9	2	2.2	.....
Illness of child	4	1.2	1	1.4	1	0.6	2	2.2	.....
Illness in family	8	2.3	4	5.4	2	1.1	1	1.1	1
Other reasons	16	4.6	4	5.4	8	4.6	3	3.3	1
Not reported	32	9.2	7	9.5	18	10.3	7	7.8	.....

The girls, as already stated, gave economic reasons for leaving school in a much larger proportion of cases than did the boys. All the other reasons, therefore, were less frequently given by girls. Only 16.5 per cent of the girls, for example, as compared with 22.9 per cent of the boys, gave discontent with school as a reason for leaving; and only 8.1 per cent of the girls, as compared with 15.3 per cent of the boys, stated merely that they wished to work.

TABLE 44.—*Amount of schooltime lost, by reason for leaving school and sex; children interviewed.*

Reasons for leaving school, and sex.	All children.	Children who lost specified amount of school time during interval between leaving school and going to work.													
		None or less than 1 week (interval wholly or partly during school term).		One week or more.										Children with intervals entirely during vacation.	
				Total.		1 week under 1 month.		1 month under 3 months.		3 months under 6 months.		6 months or over.			
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	[2] 823	341	41.4	258	31.3	135	16.4	77	9.4	28	3.4	18	2.2	223	27.1
Economic reasons	333	143	42.9	91	27.3	56	16.8	30	9.0	1	.3	4	1.2	99	29.7
All other reasons	[2] 408	164	40.2	149	36.5	70	17.2	40	9.8	25	6.1	14	3.4	94	23.0
Discontent with school	166	76	45.8	48	28.9	23	13.9	17	10.2	7	4.2	1	.6	42	25.3
Disliked school or teacher	100	46	46.0	29	29.0	13	13.0	9	9.0	6	6.0	1	1.0	25	25.0
Slow progress or nonpromotion	66	30	45.5	19	28.8	10	15.2	8	12.1	1	1.5			17	25.8
Finished eighth grade and did not wish to go to high school	33	4		14		1		2		9		2		15	
Other reasons	[2] 209	84	40.2	87	41.6	46	22.0	21	10.0	9	4.3	11	5.3	37	17.7
Child wished to work	101	45	44.6	38	37.6	24	23.8	12	11.9			2	2.0	18	17.8
Parent wished child to work	45	20		18		13		4		1				7	
Illness of child	12	3		9		1		3		1		4			
Illness in family	10	3		7		2		1		2		2			
Other reasons	[2] 41	13		15		6		1		5		3		12	
Not reported	82	34	41.5	18	22.0	9	11.0	7	8.5	2	2.4			30	36.6
Boys	[2] 477	222	46.5	132	27.7	78	16.4	38	8.0	10	2.1	6	1.3	122	25.6
Economic reasons	165	79	47.9	43	26.1	31	18.8	12	7.3					43	26.1
All other reasons	[2] 262	122	46.6	77	29.4	42	16.0	21	8.0	8	3.1	6	2.3	62	23.7
Discontent with school	109	60	55.0	25	22.9	11	10.1	12	11.0	2	1.8			24	22.0
Disliked school or teacher	64	35	54.7	14	21.9	6	9.4	6	9.4	2	3.1			15	23.4
Slow progress or nonpromotion	45	25		11		5		6						9	
Finished eighth grade and did not wish to go to high school	16	1		3						2		1		12	
Other reasons	[2] 137	61	44.5	49	35.8	31	22.6	9	6.6	4	2.9	5	3.6	26	19.0
Child wished to work	73	35	47.9	23	31.5	15	20.5	6	8.2			2	2.7	15	20.5
Parent wished child to work	29	14		11		9		1		1				4	
Illness of child	8	3		5		1		1		1		2			
Illness in family	2	2													
Other reasons	[2] 25	7		10		6		1		2		1		7	

Not reported	50	21	42.0	12	24.0	5	10.0	5	10.0	2	4.0	.....	.....	17	34.0
Girls	346	119	34.4	126	36.4	57	16.5	39	11.3	18	5.2	12	3.5	101	29.2
Economic reasons	168	64	38.1	48	28.6	25	14.9	18	10.7	1	.6	4	2.4	56	33.3
All other reasons	146	42	28.8	72	49.3	28	19.2	19	13.0	17	11.6	8	5.5	32	21.9
Discontent with school	57	16	28.1	23	40.4	12	21.1	5	8.8	5	8.8	1	1.8	18	31.6
Disliked school or teacher	36	11	.....	15	.....	7	.....	3	.....	4	.....	1	.....	10	.....
Slow progress or nonpromotion	21	5	.....	8	.....	5	.....	2	.....	1	.....	.....	.....	8	.....
Finished eighth grade and did not wish to go to high school	17	3	.....	11	.....	1	.....	2	.....	7	.....	1	.....	3	.....
Other reasons	72	23	31.9	38	52.8	15	20.8	12	16.7	5	6.9	6	8.3	11	15.3
Child wished to work	28	10	.....	15	.....	9	.....	6	.....	.....	.....	.....	.....	3	.....
Parent wished child to work	16	6	.....	7	.....	4	.....	3	.....	.....	.....	.....	.....	3	.....
Illness of child	4	.....	.....	4	.....	.....	.....	2	.....	.....	.....	2	.....	.....	.....
Illness in family	8	1	.....	7	.....	2	.....	1	.....	2	.....	2	.....	.....	.....
Other reasons	16	6	.....	5	.....	.....	.....	.....	.....	3	.....	2	.....	5	.....
Not reported	32	13	.....	6	.....	4	.....	2	.....	.....	.....	.....	.....	13	.....

[1] Not shown where base is less than 50.

[2] Including one boy for whom amount of schooltime lost was not reported.

A smaller proportion of the children who gave economic reasons than of those who gave other reasons for leaving school—27.3 per cent as compared with 36.5 per cent—lost as much as a week of school time between leaving school and going to work. Only 1.5 per cent of those who gave economic reasons, moreover, as compared with 9.5 per cent of those who gave other reasons, lost as much as three months or more. Table 44 shows that this difference, though existing among the boys to a slight extent, was mainly among the girls; for nearly half, 49.3 per cent, of the girls who gave other than economic reasons for leaving school lost a week or more of schooltime, and 30.1 per cent of them lost a month or more. It might be thought that this difference would be accounted for by the loss of schooltime occurring among children who were leaving because of discontent with school. Yet only a slightly larger proportion of these children than of those who were leaving because of economic necessity, 28.9 per cent as compared with 27.3 per cent, actually lost one week or more. The difference, indeed, is to be accounted for by the large proportion of children who gave reasons not directly connected with school. For example, of the children who stated that they wished to work, over one-third, 37.6 per cent, lost a week or more of schooltime, and this proportion was even higher among the children whose parents wished them to work and among those who left school because of their own illness or of illness in the family.

GRADE COMPLETED.

Because of the differences already discussed in age at going to work [48] and also because of differences which will be discussed later between vacation and regular workers,[49] the three groups of children show considerable differences in the grades attained in school. About three-fourths, 75.8 per cent, of all the children who took out certificates in the four cities, according to Table 45, had completed only elementary grades in regular schools, and 19.5 per cent had completed one or more years in a high school; the others had come from vocational, disciplinary, or other special schools. Of the children for whom continuation-school records were used, on the other hand, over four-fifths, 82.1 per cent, came from elementary grades and only 13.7 per cent from high schools. As the children who were interviewed were, on an average, even younger than those for whom continuation-school records were used, a still larger proportion of them, 90.9 per cent, came from elementary grades and a smaller proportion, only 7.9 per cent, from high schools. In each group a larger proportion of the girls than of the boys came from elementary grades.

[48] See p. 83. The certificate series of tables includes in addition to children who became regular workers children who worked only during vacation or out of school hours before their sixteenth birthdays. These latter children, according to Table 77, p. 164, were from higher grades, on an average, than were the children leaving school for work, who constituted the continuation school and schedule groups.

[49] See p. 153.

All the children included in the study were, of course, over 14 years of age, and about half of those included in the continuation-school and certificate groups of children were over 15 when they took out their first certificates. Yet little more than half, 52.4 per cent, of the children who took out certificates in the four cities combined had completed the eighth or a higher grade in a regular school. The corresponding percentage for the continuation-school group was 49.6, and that for the interviewed children was 45.9.

TABLE 45.—*Grade completed, by sex; comparison of children interviewed with children in Boston continuation school and with children issued certificates in four cities.*

Grade completed or kind of school last attended, and sex.	Children issued certificates.				Children in Boston continuation school.		Children interviewed (Boston).[1]	
	All cities.		Boston.					
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All children	5,692	100.0	4,401	100.0	3,399	100.0	823	100.0
Elementary grades	4,312	75.8	3,322	75.5	2,790	82.1	[2] 748	90.9
Fourth grade	233	4.1	166	3.8	148	4.4	36	4.4
Fifth grade	440	7.7	330	7.5	291	8.6	91	11.1
Sixth grade	851	15.0	648	14.7	566	16.7	160	19.4
Seventh grade	838	14.7	621	14.1	504	14.8	147	17.9
Eighth grade	1,873	32.9	1,481	33.7	1,219	35.9	313	38.0
Prevocational	50	.9	50	1.1	41	1.2	.....	.....
Special	27	.5	26	.6	21	.6	.....	.....
High school grades	1,111	19.5	899	20.4	467	13.7	65	7.9
First year	736	12.9	595	13.5	364	10.7	61	7.4
Second year	306	5.4	246	5.6	97	2.9	4	.5
Third and fourth year	69	1.2	58	1.3	6	.2	.....	.....
Vocational schools	179	3.1	133	3.0	104	3.1	.....	.....
Disciplinary schools	20	.4	12	.3	11	.3	.....	.....
Other schools	41	.7	25	.6	21	.6	.....	.....
Not reported	29	.5	10	.2	6	.2	10	1.2
Boys	3,419	100.0	2,633	100.0	2,026	100.0	477	100.0
Elementary grades	2,567	75.1	1,955	74.2	1,637	80.8	425	89.1
Fourth grade	119	3.5	86	3.3	78	3.8	15	3.1
Fifth grade	259	7.6	193	7.3	171	8.4	53	11.1
Sixth grade	514	15.0	380	14.4	331	16.3	91	19.1
Seventh grade	521	15.2	386	14.7	309	15.3	84	17.6
Eighth grade	1,098	32.1	855	32.5	700	34.6	182	38.2
Prevocational	45	1.3	45	1.7	40	2.0	.....	.....
Special	11	.3	10	.4	8	.4	.....	.....
High school grades	732	21.4	603	22.9	331	16.3	45	9.4
Vocational schools	52	1.5	36	1.4	26	1.3	.....	.....
Disciplinary schools	19	.6	12	.5	11	.5	.....	.....
Other schools	27	.8	18	.7	16	.8	.....	.....
Not reported	22	.6	9	.3	5	.2	7	1.5
Girls	2,273	100.0	1,768	100.0	1,373	100.0	346	100.0
Elementary grades	1,745	76.8	1,367	77.3	1,153	84.0	[2] 323	93.4
Fourth grade	114	5.0	80	4.5	70	5.1	21	6.1
Fifth grade	181	8.0	137	7.7	120	8.7	38	11.0
Sixth grade	337	14.8	268	15.2	235	17.1	69	19.9
Seventh grade	317	13.9	235	13.3	195	14.2	63	18.2
Eighth grade	775	34.1	626	35.4	519	37.8	131	37.9
Prevocational	5	.2	5	.3	1	.1	.....	.....
Special	16	.7	16	.9	13	.9	.....	.....
High school grades	379	16.7	296	16.7	136	9.9	20	5.8
Vocational schools	127	5.6	97	5.5	78	5.7	.....	.....
Disciplinary schools	1	.....	.....	.....	.....	.....	.....	.....
Other schools	14	.6	7	.4	5	.4	.....	.....
Not reported	7	.3	1	.....	1	.1	3	.9

[1] Prevocational, special, vocational, disciplinary, and other schools are not separately entered for the children interviewed.
[2] Including one girl under the fourth grade.

Of all the children taking out certificates in the four cities combined, including vacation as well as regular workers, according to Table 45, nearly 1 in 20, 4.1 per cent, had barely attained the educational requirement for an employment certificate, completion of the fourth grade. Of the foreign-born children, however, one in eight, or 12.5 per cent, and of the children born in Italy about 1 in 5, or 21.4 per cent, had not completed any grades higher than the fourth. Moreover, less than 1 in 3, 33.1 per cent, of the foreign-born children and only 15.7 per cent of the Italian children had completed the eighth or a higher grade. On the other hand over two-fifths, 44.2 per cent, of the Russian children had completed the eighth or a higher grade, a proportion comparing not unfavorably with that of the native children which was over one-half, 56.7 per cent. The proportion of Russian children who had completed the eighth or a higher grade, was higher, indeed, than that of the children born in England, Scotland, Wales, or British North America—all English-speaking countries—which was only about two-fifths, 40.1 per cent. Moreover, 11.5 per cent of the Russian children, as compared with only 1.5 per cent of the Italian children, had completed one or more high school grades. Of the native children, however, about 1 in 5, 21.8 per cent, had completed a year's work in high school.

TABLE 46.—*Grade completed, by nativity and nationality of child; children issued certificates in four cities.*

Grade completed or school last attended.	Native children.		Foreign-born children.									
			Total.		Country of birth.							
					Russia.		Italy.		England, Scotland, Wales or British North America.		Other countries.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All children	4,646	100.0	1,044	100.0	349	100.0	323	100.0	207	100.0	165	100.0
Elementary grades	3,415	73.5	895	85.7	296	84.8	299	92.6	165	79.7	135	81.8
Fourth grade	102	2.2	131	12.5	41	11.7	69	21.4	2	1.0	19	11.5
Fifth grade	286	6.2	154	14.8	39	11.2	72	22.3	23	11.1	20	12.1
Sixth grade	645	13.9	204	19.5	64	18.3	62	19.2	48	23.2	30	18.2
Seventh grade	703	15.1	135	12.9	35	10.0	35	10.8	38	18.4	27	16.4
Eighth grade	1,623	34.9	250	23.9	114	32.7	46	14.2	53	25.6	37	22.4
Prevocational	45	1.0	5	.5	.....	.....	3	.9	1	.5	1	.6
Special	11	.2	16	1.5	3	.9	12	3.7	.....	.....	1	.6
High school grades	1,015	21.8	96	9.2	40	11.5	5	1.5	30	14.5	21	12.7
First year	670	14.4	66	6.3	28	8.0	3	.9	21	10.1	14	8.5
Second year	278	6.0	28	2.7	12	3.4	1	.3	8	3.9	7	4.2
Third and fourth years	67	1.4	2	.2	.....	.....	1	.3	1	.5	.....	.....
Vocational schools	149	3.2	30	2.9	6	1.7	16	5.0	5	2.4	3	1.8
Disciplinary schools	20	.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Other schools and not reported	47	1.0	23	2.2	7	2.0	3	.9	7	3.4	6	3.6

TABLE 47.—*Grade completed, by length of residence in United States; foreign-born children in Boston continuation school.*

Grade completed or kind of school last attended.	Foreign-born children in continuation school.									
	Total.		Living in United States specified number of years.							
			Under 5 years.		5 years but under 10.		10 years and over.		Not reported.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All children	637	100.0	153	100.0	224	100.0	203	100.0	57	100.0
Elementary grades	570	89.5	150	98.0	200	89.3	167	82.3	53	93.0
Fourth grade	83	13.0	52	34.0	19	8.5	7	3.4	5	8.8
Fifth grade	96	15.1	42	27.5	35	15.6	12	5.9	7	12.3
Sixth grade	131	20.6	27	17.6	49	21.9	39	19.2	16	28.1
Seventh grade	72	11.3	12	7.8	27	12.1	28	13.7	5	8.8
Eighth grade	172	27.0	9	5.9	65	29.0	79	38.9	19	33.3
Prevocational	5	.8	2	1.3	2	.9	1	.5	.....	.....
Special	11	1.7	6	3.9	3	1.3	1	.5	1	1.8
High school grades	41	6.4	.....	.....	8	3.6	29	14.3	4	7.0
First year	31	4.9	.....	.....	8	3.6	20	9.9	3	5.3
Second year	10	1.6	.....	.....	.....	.....	9	4.4	1	1.8
Vocational schools	19	3.0	.....	.....	13	5.8	6	3.0	.....	.....
Other schools	5	.8	1	.7	3	1.3	1	.5	.....	.....
Not reported	2	.3	2	1.3	.....	.....	.....	.....	.....	.....

Table 47 shows that, as would be expected, a much larger proportion of the foreign-born children who had been in the United States less than 5 years than of those who had been here longer had barely managed to meet the educational requirements of the certificate law. According to this table, which relates only to the continuation-school group of regular workers, over one-third, 34 per cent, of the foreign-born children who had been in the United States less than 5 years had completed only the fourth grade, and none of them had finished a year's high-school work. Of the foreign-born children who had been in the United States 5 years but under 10 only 8.5 per cent, and of those who had been here 10 years or more only 3.4 per cent had failed to advance beyond the fourth grade. The latter percentage compares favorably with that for native children, which was 2.2. Furthermore, almost as large a proportion of the foreign-born children who had been in this country 10 years or more, 53.2 per cent, as of the native children, 56.7 per cent, had completed the eighth or a higher grade, and 14.3 per cent of them had finished at least one year's work in high school.

When the nativity of the father as well as that of the child is considered, as in Table 48 for the interviewed children, it is found that, although little more than one-fourth, 27.7 per cent, of the foreign-born children and less than one-half, 48.5 per cent, of the native children of foreign-born fathers had completed the eighth grade or one or more years of high-school work, over one-half, 54.8

per cent, of the native children of native fathers had finished the eighth or a higher grade. Of the native girls whose fathers were also native, three-fifths, 58.1 per cent, had completed the eighth or a higher grade. It is somewhat surprising to find, however, that a slightly larger proportion of native children of foreign-born fathers than of native children of native fathers, 10.1 per cent as compared with 9 per cent, had completed the first or second year of the high school course.

TABLE 48.—*Grade completed, by nativity of father and nativity and sex of child; children interviewed.*

Grade completed and sex of child.	Children.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	823	100.0	201	100.0	427	100.0	166	100.0	29
Under seventh grade	288	35.0	52	25.9	147	34.4	79	47.6	10
Under fourth grade	1	.1					1	.6	
Fourth grade	36	4.4	4	2.0	11	2.6	20	12.0	1
Fifth grade	91	11.1	18	9.0	41	9.6	28	16.9	4
Sixth grade	160	19.4	30	14.9	95	22.2	30	18.1	5
Seventh and eighth grades	460	55.9	130	64.7	237	55.5	76	45.8	17
Seventh grade	147	17.9	38	18.9	73	17.1	32	19.3	4
Eighth grade	313	38.0	92	45.8	164	38.4	44	26.5	13
High school grades	65	7.9	18	9.0	43	10.1	2	1.2	2
First year	61	7.4	16	8.0	41	9.6	2	1.2	2
Second year	4	.5	2	1.0	2	.5			
Grade not reported [1]	10	1.2	1	.5			9	5.4	
Boys	477	100.0	127	100.0	252	100.0	76	100.0	22
Under seventh grade	159	33.3	33	26.0	86	34.1	31	40.8	9
Fourth grade	15	3.1	2	1.6	8	3.2	4	5.3	1
Fifth grade	53	11.1	13	10.2	26	10.3	10	13.2	4
Sixth grade	91	19.1	18	14.2	52	20.6	17	22.4	4
Seventh and eighth grades	266	55.8	81	63.8	136	54.0	38	50.0	11
Seventh grade	84	17.6	26	20.5	39	15.5	16	21.1	3
Eighth grade	182	38.2	55	43.3	97	38.5	22	28.9	8
High school grades	45	9.4	12	9.4	30	11.9	1	1.3	2
First year	42	8.8	11	8.7	28	11.1	1	1.3	2
Second year	3	.6	1	.8	2	.8			
Grade not reported	7	1.5	1	.8			6	7.9	
Girls	346	100.0	74	100.0	175	100.0	90	100.0	7
Under seventh grade	129	37.3	19	25.7	61	34.9	48	53.3	1
Under fourth grade	1	.3					1	1.1	
Fourth grade	21	6.1	2	2.7	3	1.7	16	17.8	
Fifth grade	38	11.0	5	6.8	15	8.6	18	20.0	
Sixth grade	69	19.9	12	16.2	43	24.6	13	14.4	1
Seventh and eighth grades	194	56.1	49	66.2	101	57.7	38	42.2	6
Seventh grade	63	18.2	12	16.2	34	19.4	16	17.8	1
Eighth grade	131	37.9	37	50.0	67	38.3	22	24.4	5
High school grades	20	5.8	6	8.1	13	7.4	1	1.1	
First year	19	5.5	5	6.8	13	7.4	1	1.1	
Second year	1	.3	1	1.4					
Grade not reported	3	.9					3	3.3	

[1] Includes one boy and one girl from industrial schools and one girl from a prevocational school.

About one-third, 34.4 per cent, of all the native children of foreign-born fathers and nearly half, 47.6 per cent, of the foreign-born children had not completed grades higher than the sixth. Yet of

the native children of native fathers only about one-fourth, 25.9 per cent, had failed to advance beyond the sixth grade.

Of the 823 children interviewed 36, or 4.4 per cent, had barely attained the educational requirement for an employment certificate—completion of the fourth grade. And one foreign-born girl, when interviewed, did not claim to have completed even this grade, although her continuation school record stated that she had done so. Of the 36 children who had completed only the fourth grade 20 were foreign born, 11 were native but had foreign-born fathers, and only 4 were native children of native fathers; [50] 15 of them were boys and 21 girls.

Although it is often observed that a larger proportion of girls than of boys enter high school, in each of the three groups of working children the proportion of boys who had finished one or more years of high school work was higher than the proportion of girls.[51] Of the children interviewed, however, a larger proportion of the boys than of the girls of each nativity group came from high school grades, while 37.3 per cent of the girls and only 33.3 per cent of the boys had failed to complete any grade higher than the sixth. This comparatively large proportion of girls from the sixth and lower grades occurred, however, mainly among the foreign-born girls, of whom 53.3 per cent, as compared with only 40.8 per cent of the foreign-born boys, had completed only the sixth or a lower grade. This was probably due to the excessive number of Italian girls among the interviewed children.[52] On the other hand, the proportion of girls who had completed the eighth or a higher grade was higher than that of boys among the native children of native fathers.

The small difference between the proportions of girls and of boys who left school upon completion of the eighth grade compared with the much larger difference between the proportions who had completed a high-school grade, when interpreted in connection with the greater amounts of school time lost by girls than by boys between the date of leaving school and the date of going to work, [53] would seem to indicate that many of these girls considered their schooling finished when they had completed the eighth grade. Table 49 shows that girls from the higher grades more frequently had intervals of one week or more between their school and their working lives than did any other group of children. Over two-fifths, 43.8 per cent, of the girls from the seventh or eighth grades had such intervals as compared with only 28.2 per cent of the boys from the same grades and with only 27.9 per cent of the girls from the lower grades. Of the girls who had completed the seventh or eighth grades, moreover, about 1 in 8, 12.4 per cent, as compared with only 4.9 per cent of the boys, lost three months or more of schooltime. Many of these girls may have held special home permits.

[50] The nativity of the father of the remaining child was not reported.

[51] See Table 45, p. 119.

[52] See p. 77.

[53] See Table 44, pp. 116–117.

TABLE 49.—*Amount of schooltime lost, by grade completed and sex; children interviewed.*

Grade completed and sex.	All children.[1]	Children who lost specified amount of schooltime during interval between leaving school and going to work.												Children with intervals entirely during vacation.	
		None or less than one week (interval wholly or partly during school term.)		One week or more.											
				Total.		1 week under 1 month.		1 month under 3 months.		3 months under 6 months.		6 months or over.			
		Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]
Both sexes	823	341	41.4	258	31.3	135	16.4	77	9.4	28	3.4	18	2.2	223	27.1
Under seventh grade	288	163	56.6	75	26.0	42	14.6	25	8.7	4	1.4	4	1.4	49	17.0
Seventh and eighth grades	460	149	32.4	160	34.8	78	17.0	45	9.8	23	5.0	14	3.0	151	32.8
High school I and II	65	23	35.4	21	32.3	13	20.0	7	10.8	1	1.5	.....	.....	21	32.3
Not reported and other schools	10	6	.....	2	.....	2	.....	.....	.....	.....	.....	.....	.....	2	.....
Boys	477	222	46.5	132	27.7	78	16.4	38	8.0	10	2.1	6	1.3	122	25.6
Under seventh grade	159	97	61.0	39	24.5	27	17.0	10	6.3	.....	.....	2	1.3	22	13.8
Seventh and eighth grades	266	103	38.7	75	28.2	40	15.0	22	8.3	9	3.4	4	1.5	88	33.1
High school I and II	45	18	.....	16	.....	9	.....	6	.....	1	.....	.....	.....	11	.....
Not reported and other schools	7	4	.....	2	.....	2	.....	.....	.....	.....	.....	.....	.....	1	.....
Girls	346	119	34.4	126	36.4	57	16.5	39	11.3	18	5.2	12	3.5	101	29.2
Under seventh grade	129	66	51.2	36	27.9	15	11.6	15	11.6	4	3.1	2	1.6	27	20.9
Seventh and eighth grades	194	46	23.7	85	43.8	38	19.6	23	11.9	14	7.2	10	5.2	63	32.5
High school I and II	20	5	.....	5	.....	4	.....	1	.....	.....	.....	.....	.....	10	.....
Not reported and other schools	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....

[1] Includes one boy "under the seventh grade" who went to work during school term; amount of schooltime lost not reported.
[2] Not shown where base is less than 50.

Both boys and girls, however, who had completed the seventh or eighth grades were more likely to lose schooltime between leaving school and going to work than were children from the lower grades. Over one-third, 34.8 per cent, of the seventh and eighth grade graduates, as compared with little over one-fourth, 26 per cent, of the graduates of lower grades, lost one week or more. A slightly smaller proportion, 32.3 per cent, of the children who had completed one or more years of high-school work lost one week or more; but, on the other hand, about one-eighth of these children, 12.3 per cent, were out of school for one month or more before going to work.

TABLE 50.—*Grade completed, by reason for leaving school, and sex; children interviewed.*

Reasons for leaving school and sex.	All children.	Children who had completed specified grade.							
		6th or lower.		7th or 8th.		High school I or II.		Not reported.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	288	35.0	460	55.9	65	7.9	10	1.2
Economic reasons	333	141	42.3	173	52.0	13	3.9	6	1.8
All other reasons, total	408	129	31.6	239	58.6	36	8.8	4	1.0
Discontent with school, total	166	58	34.9	91	54.8	17	10.2	.....	.....
Disliked school or teacher	100	33	33.0	58	58.0	9	9.0	.....	.....
Slow progress or nonpromotion	66	25	37.9	33	50.0	8	12.1	.....	.....
Finished eighth grade and did not wish to go to high school	33	.....	.....	31	.....	1	.....	1	.....
Other reasons	209	71	34.0	117	56.0	18	8.6	3	1.4
Child wished to work	101	35	34.7	54	53.5	10	9.9	2	2.0
Parent wished child to work	45	17	.....	24	.....	4	.....	.....	.....
Illness of child	12	6	.....	6	.....	.....	.....	.....	.....
Illness in family	10	4	.....	6	.....	.....	.....	.....	.....
Other reasons	41	9	.....	27	.....	4	.....	1	.....
Not reported	82	18	22.0	48	58.5	16	19.5	.....	.....
Boys	477	159	33.3	266	55.8	45	9.4	7	1.5
Economic reasons	165	67	40.6	84	50.9	11	6.7	3	1.8
All other reasons, total	262	81	30.9	152	58.0	25	9.5	4	1.5
Discontent with school, total	109	32	29.4	65	59.6	12	11.0	.....	.....
Disliked school or teacher	64	19	29.7	40	62.5	5	7.8	.....	.....
Slow progress or nonpromotion	45	13	.....	25	.....	7	.....	.....	.....
Finished eighth grade and did not wish to go to high school	16	.....	.....	15	.....	.....	.....	1	.....
Other reasons	137	49	35.8	72	52.6	13	9.5	3	2.2
Child wished to work	73	25	34.2	39	53.4	7	9.6	2	2.7
Parent wished child to work	29	12	.....	14	.....	3	.....	.....	.....
Illness of child	8	4	.....	4	.....	.....	.....	.....	.....
Illness in family	2	2	.....	.....	.....	.....	.....	.....	.....
Other reasons	25	6	.....	15	.....	3	.....	1	.....
Not reported	50	11	22.0	30	60.0	9	18.0	.....	.....
Girls	346	129	37.3	194	56.1	20	5.8	3	.9
Economic reasons	168	74	44.0	89	53.0	2	1.2	3	1.8
All other reasons, total	146	48	32.9	87	59.6	11	7.5	.....	.....
Discontent with school, total	57	26	45.6	26	45.6	5	8.8	.....	.....
Disliked school or teacher	36	14	.....	18	.....	4	.....	.....	.....
Slow progress or nonpromotion	21	12	.....	8	.....	1	.....	.....	.....
Finished eighth grade and did not wish to go to high school	17	.....	.....	16	.....	1	.....	.....	.....
Other reasons	72	22	30.6	45	62.5	5	6.9	.....	.....
Child wished to work	28	10	.....	15	.....	3	.....	.....	.....
Parent wished child to work	16	5	.....	10	.....	1	.....	.....	.....
Illness of child	4	2	.....	2	.....	.....	.....	.....	.....
Illness in family	8	2	.....	6	.....	.....	.....	.....	.....
Other reasons	16	3	.....	12	.....	1	.....	.....	.....
Not reported	32	7	.....	18	.....	7	.....	.....	.....

[1] Not shown where base is less than 50.

This loss of schooltime between leaving school and going to work among children from the higher grades was undoubtedly due primarily to difficulty in enforcing attendance of eighth-grade graduates at high schools. The compulsory school-attendance law made no distinction between advanced and retarded children. All between 14 and 16 who were not at work, or who had not secured special home permits, were supposed to be in school—in high school if they had completed the eighth grade. But the break between the elementary and the high school decidedly increases the difficulties in enforcing the law, and a more strict enforcement for children from the lower grades is reflected in the fact that considerably more than half, 56.6 per cent, of those who had not completed any grade higher than the sixth, as compared with less than a third, 32.4 per cent, of those who had completed the seventh or eighth grades, had no interval, or one of less than a week, between leaving school and going to work.

Of the children who gave economic reasons for leaving school, as appears in Table 50, an even larger proportion than of those who stated that they left because of slow progress or nonpromotion, 42.3 per cent, as compared with 37.9 per cent, had completed only the sixth or a lower grade. This was a considerably larger proportion than of those who gave other than economic reasons, which was only 31.6 per cent. Of the girls who left school because of economic necessity an even larger proportion than of the boys came from these lower grades.

On the other hand, about 1 in 8 of the children who left school because of slow progress or nonpromotion had completed at least one year's high-school work. Of the children who left because of discontent with their school, including dislike of the school or the teacher and slow progress or nonpromotion, 11 per cent of the boys and 8.8 per cent of the girls came from high school. This was the most common reason for leaving school given by high-school pupils.

RETARDATION.

According to the commonly accepted standard, children of 14 should have completed the eighth grade. The fact, therefore, that of the children included in this study, all of whom were over 14, and a large proportion in the certificate and continuation-school groups over 15, when they took out their first employment certificates, only about half had completed the grammar-school course shows that a large number of them must have been retarded.

This standard of retardation is doubtless, however, too high to apply to the average school child or to the working children included

in this study. Accordingly a considerably less stringent test was applied.[54] A child who left school when he was 14 years of age, for example, was not considered retarded for the purposes of this study unless he had failed to complete a grade higher than the sixth. If he had completed either the seventh or the eighth grade his school standing was called normal. But if he had completed only the fifth or the sixth grade he was considered to be retarded one or two years, and if he had completed only the fourth grade he was classified as retarded three years or more. On the other hand, completion of a high-school grade was considered higher standing than normal for his age. In the same way a child who left school when he was 15 was said to have completed a normal grade if he had finished the eighth grade or the first year of high-school work, and one who left school when he was 13 if he had completed the sixth or the seventh grade.

Table 51 shows that, according to this standard, over three-tenths, 31.5 per cent, of the children who took out certificates in Boston for work during school hours[55] were retarded. The corresponding percentages for the children whose continuation-school records were used and for those who were interviewed were 31.4 and 32.4, respectively.

In spite of the fact that the proportions of children for whom only the school and not the grade was given were much higher in the certificate and continuation-school groups than in the schedule group the latter showed the smallest percentage, 4.1 per cent, as compared with 6 per cent for both the other groups, of children who were three or more grades below normal for their ages. When children from higher grades than normal are considered, however, it is found that this difference in the proportion of cases in which grade was not reported appears to cause discrepancies between the figures, for in the certificate and continuation-school groups about 1 in 10, 9.4 per cent and 9.6 per cent, respectively, while in the schedule group about 1 in 6, 16.5 per cent, were reported as advanced in their school work. In this case the proportion among the children interviewed, 16.5 per cent, is doubtless a better measure than are the proportions for either of the other groups of the number of children from higher grades than normal for their ages. In each group a smaller propor-

[54] For a diagram showing graphically the method of classification see appendix, p. 362.

[55] See section on Work Before Leaving School, pp. 148 to 170. The children who worked only during vacation, as will be seen later (Table 79, p. 169), were much less frequently retarded than were the regular workers. The figures for all the children who took out certificates in the four cities would not, therefore, be comparable with those for the children in either the continuation school or the schedule groups, both of which included only children who became regular workers before their sixteenth birthdays. The division into vacation and regular workers could not be made for the children who took out certificates in Cambridge, Somerville, and Chelsea, because the records did not show when positions were terminated.

tion of girls than of boys were advanced in their school work and a larger proportion were retarded.

About half the children in each group were neither retarded nor advanced but had just completed grades normal for their ages. The percentages of these normal children were 48.1 in the certificate group, 47.7 in the continuation-school group, and 49.7 in the schedule group.

TABLE 51.—*Retardation, by sex; comparison of children interviewed with children in Boston continuation school and with children issued certificates in Boston for work during school hours.*

Retardation.	Children issued certificates in Boston for work during school hours.					
	Both sexes.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All children	3,544	100.0	2,114	100.0	1,430	100.0
Having completed—						
A higher grade than normal	334	9.4	208	9.8	126	8.8
A normal grade	1,706	48.1	967	45.7	739	51.7
A lower grade than normal	1,117	31.5	663	31.4	454	31.7
One or two grades lower than normal	905	25.5	548	25.9	357	25.0
Three or more grades lower than normal	212	6.0	115	5.4	97	6.8
Not reported [1]	387	10.9	276	13.1	111	7.8

Retardation.	Children in Boston continuation school.						Children interviewed (Boston).					
	Both sexes.		Boys.		Girls.		Both sexes.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All children	3,399	100.0	2,026	100.0	1,373	100.0	823	100.0	477	100.0	346	100.0
Having completed—												
A higher grade than normal	325	9.6	202	10.0	123	9.0	136	16.5	82	17.2	54	15.6
A normal grade	1,622	47.7	917	45.3	705	51.3	409	49.7	238	49.9	171	49.4
A lower grade than normal	1,066	31.4	632	31.2	434	31.6	267	32.4	149	31.2	118	34.1
One or two grades lower than normal	861	25.3	522	25.8	339	24.7	233	28.3	135	28.3	98	28.3
Three or more grades lower than normal	205	6.0	110	5.4	95	6.9	34	4.1	14	2.9	20	5.8
Not reported [1]	386	11.4	275	13.6	111	8.1	11	1.3	8	1.7	3	.9

[1] "Not reported," means that the children came from disciplinary, prevocational, and other special schools and that on the records only the school attended, and not the grade completed, was given.

A larger proportion of the foreign-born than of the native children were retarded. Of the native children for whom continuation-school records were used, according to Table 52, a little over one-

fourth, 27.5 per cent, had failed to attain a normal grade. But of the foreign-born children nearly one-half, 48.2 per cent, were retarded, and 17.9 per cent of them were three or more grades below normal. The proportion of Italian children, 27.7 per cent, who were three or more grades below normal was somewhat larger than the proportion of native children who were retarded even a single grade. Nearly two-thirds, 63.1 per cent, of the Italian children, indeed, were at least one grade below normal. Yet only about two-fifths, 39.7 per cent, of the Russian children, and not much more than one-third, 35.7 per cent, of all the children from north and west Europe were retarded. A smaller proportion of the Italian girls were retarded than of the Italian boys, 55.6 per cent as compared with 70.4 per cent.

That in many cases the retardation among foreign-born children may have been due, in part, merely to breaks in the school life occasioned by changes in residence is suggested by the fact that even of the native children who were not born in Boston or the adjoining cities of Cambridge, Somerville, or Chelsea, a larger proportion, 30.4 per cent, were retarded than of the native children born in one of those cities, 27 per cent. That differences in language or in opportunities for education, combined with such changes of residence, were at least in large part responsible for the greater amount of retardation among foreign-born children is indicated by the facts shown in Table 53. Here it is seen that over three-fourths, 78.4 per cent, of the children who had been in the United States less than 5 years, not quite half, 49.6 per cent, of those who had been here 5 but under 10 years, and not much more than one-fourth, 28.6 per cent, of those who had been here 10 years or more, were retarded. In other words among the foreign-born children who had been in the United States long enough to have begun their school lives here, the proportion retarded was but little higher than among the native children. The influence of language differences appears also, as will be shown later,[57] in a larger proportion of retarded children among those whose fathers were of non-English-speaking nationalities.

Nevertheless, among the native children included in the continuation-school group are a large number whose fathers were foreign born, and it appears, according to Table 54, that among the interviewed children a considerably larger proportion of the native children of foreign-born fathers than of the native children of native fathers, 31.9 per cent as compared with 22.9 per cent, were retarded. But of the foreign-born children in this group 45.2 per cent were retarded, and 10.2 per cent, as compared with only 2.8 per cent of the native children of foreign-born fathers and 2 per cent of the children of native fathers, were three or more grades below normal.

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[57] See Table 55, p. 133.

TABLE 52.—*Retardation, by place of birth and sex; children in Boston continuation school.*

Place of birth and sex.	All children.	Children who, on leaving school, had completed, for their ages—											
		A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.[1]	
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
		Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]
Both sexes	[3]3,399	325	9.6	1,622	47.7	[3]1,066	31.4	[3]861	25.3	205	6.0	386	11.4
United States	2,761	295	10.7	1,389	50.3	758	27.5	667	24.2	91	3.3	319	11.6
Boston, Cambridge, Somerville, Chelsea	2,419	269	11.1	1,221	50.5	654	27.0	572	23.6	82	3.4	275	11.4
Elsewhere in United States	342	26	7.6	168	49.1	104	30.4	95	27.8	9	2.6	44	12.9
North and west Europe	98	8	8.2	43	43.9	35	35.7	32	32.7	3	3.1	12	12.2
Ireland	16	2	.....	6	.....	6	.....	5	.....	1	.....	2	.....
Other	82	6	7.3	37	45.1	29	35.4	27	32.9	2	2.4	10	12.2
South and east Europe	464	16	3.4	156	33.6	242	52.2	140	30.2	102	22.0	50	10.8
Italy	249	6	2.4	65	26.1	157	63.1	88	35.3	69	27.7	21	8.4
Russia	204	10	4.9	85	41.7	81	39.7	50	24.5	31	15.2	28	13.7
Other	11	.....	.....	6	.....	4	.....	2	.....	2	.....	1	.....
Other countries	75	6	8.0	34	45.3	30	40.0	21	28.0	9	12.0	5	6.7
Boys	[3]2,026	202	10.0	917	45.3	[3]632	31.2	[3]522	25.8	110	5.4	275	13.6
United States	1,701	185	10.9	811	47.7	469	27.6	414	24.3	55	3.2	236	13.9
Boston, Cambridge, Somerville, Chelsea	1,476	169	11.4	704	47.7	398	27.0	348	23.6	50	3.4	205	13.9
Elsewhere in United States	225	16	7.1	107	47.6	71	31.6	66	29.3	5	2.2	31	13.8
North and west Europe	62	5	8.1	23	37.1	24	38.7	23	37.1	1	1.6	10	16.1
Ireland	10	.....	.....	5	.....	3	.....	3	.....	.....	.....	2	.....
Other	52	5	9.6	18	34.6	21	40.4	20	38.5	1	1.9	8	15.4
South and east Europe	227	7	3.1	65	28.6	129	56.8	78	34.4	51	22.5	26	11.5
Italy	125	3	2.4	23	18.4	88	70.4	52	41.6	36	28.8	11	8.8
Russia	98	4	4.1	41	41.8	39	39.8	25	25.5	14	14.3	14	14.3
Other	4	.....	.....	1	.....	2	.....	1	.....	1	.....	1	.....
Other countries	35	5	.....	18	.....	9	.....	6	.....	3	.....	3	.....
Girls	1,373	123	9.0	705	51.3	434	31.6	339	24.7	95	6.9	111	8.1
United States	1,060	110	10.4	578	54.5	289	27.3	253	23.9	36	3.4	83	7.8
Boston, Cambridge, Somerville, Chelsea	943	100	10.6	517	54.8	256	27.1	224	23.8	32	3.4	70	7.4
Elsewhere in United States	117	10	8.5	61	52.1	33	28.2	29	24.8	4	3.4	13	11.1
North and west Europe	36	3	.....	20	.....	11	.....	9	.....	2	.....	2	.....
Ireland	6	2	.....	1	.....	3	.....	2	.....	1	.....	.....	.....
Other	30	1	.....	19	.....	8	.....	7	.....	1	.....	2	.....
South and east Europe	237	9	3.8	91	38.4	113	47.7	62	26.2	51	21.5	24	10.1
Italy	124	3	2.4	42	33.9	69	55.6	36	29.0	33	26.6	10	8.1
Russia	106	6	5.7	44	41.5	42	39.6	25	23.6	17	16.0	14	13.2
Other	7	.....	.....	5	.....	2	.....	1	.....	1	.....	.....	.....
Other countries	40	1	.....	16	.....	21	.....	15	.....	6	.....	2	.....

[1] "Not reported" means that the children came from disciplinary, prevocational, and other special schools and that on the records only the school attended, and not the grade completed, was given.
[2] Not shown where base is less than 50.
[3] Includes one boy whose place of birth was not reported.

TABLE 53.—*Retardation, by nativity, length of residence in United States, and sex; children in Boston continuation school.*

Nativity, length of residence in United States, and sex.	All children.	Children who, on leaving school, had completed, for their ages—											
		A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.[1]	
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
		Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]
Both sexes	[3] 3,399	325	9.6	1,622	47.7	[3] 1,066	31.4	[3] 861	25.3	205	6.0	386	11.4
Native	2,761	295	10.7	1,389	50.3	758	27.5	667	24.2	91	3.3	319	11.6
Foreign born	637	30	4.7	233	36.6	307	48.2	193	30.3	114	17.9	67	10.5
Years in United States:													
Under 5	153	.....	.....	13	8.5	120	78.4	54	35.3	66	43.1	20	13.1
5 under 10	224	6	2.7	87	38.8	111	49.6	80	35.7	31	13.8	20	8.9
10 years or over	203	21	10.3	111	54.7	58	28.6	46	22.7	12	5.9	13	6.4
Not reported	57	3	5.3	22	38.6	18	31.6	13	22.8	5	8.8	14	24.6
Boys	[3] 2,026	202	10.0	917	45.3	[3] 632	31.2	[3] 522	25.8	110	5.4	275	13.6
Native	1,701	185	10.9	811	47.7	469	27.6	414	24.3	55	3.2	236	13.9
Foreign born	324	17	5.2	106	32.7	162	50.0	107	33.0	55	17.0	39	12.0
Years in United States:													
Under 5	76	.....	.....	7	9.2	59	77.6	29	38.2	30	39.5	10	13.2
5 under 10	123	3	2.4	43	35.0	65	52.8	49	39.8	16	13.0	12	9.8
10 years or over	103	11	10.7	51	49.5	32	31.1	25	24.3	7	6.8	9	8.7
Not reported	22	3	.....	5	.....	6	.....	4	.....	2	.....	8	.....
Girls	1,373	123	9.0	705	51.3	434	31.6	339	24.7	95	6.9	111	8.1
Native	1,060	110	10.4	578	54.5	289	27.3	253	23.9	36	3.4	83	7.8
Foreign born	313	13	4.2	127	40.6	145	46.3	86	27.5	59	18.8	28	8.9
Years in United States:													
Under 5	77	.....	.....	6	7.8	61	79.2	25	32.5	36	46.8	10	13.0
5 under 10	101	3	3.0	44	43.6	46	45.5	31	30.7	15	14.9	8	7.9
10 years or over	100	10	10.0	60	60.0	26	26.0	21	21.0	5	5.0	4	4.0
Not reported	35	.....	.....	17	.....	12	.....	9	.....	3	.....	6	.....

[1] "Not reported" means that the children came from disciplinary, prevocational, and other special schools and that on the records only the school attended, and not the grade completed, was given.
[2] Not shown where base is less than 50.
[3] Including one boy for whom nativity was not reported.

A somewhat larger proportion of the native sons of native fathers than of the native daughters of native fathers, 23.6 per cent as compared with 21.6 per cent, were retarded. Among the native children of foreign-born fathers little difference appears between the sexes; but among the foreign-born children who were interviewed 52.2 per cent of the girls as compared with only 36.8 per cent of the boys were retarded. The high percentage of retardation among the foreign-born children is evidently due primarily to the large amount of retardation among the girls of that group, nearly one-sixth, 15.6 per cent, of whom were three or more grades below normal. On the other hand, a larger proportion of the native children of foreign-born than

of native fathers, 19.2 per cent as compared with 16.9 per cent, had completed higher grades than normal for their ages.

TABLE 54.—*Retardation, by nativity of father, and nativity and sex of child; children interviewed.*

Nativity of father and nativity and sex of child.	All children.	Children who, on leaving school, had completed, for their ages—											
		A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.	
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	136	16.5	409	49.7	267	32.4	233	28.3	34	4.1	11	1.3
Both fathers and children native	201	34	16.9	120	59.7	46	22.9	42	20.9	4	2.0	1	.5
Fathers foreign born.	593	96	16.2	276	46.5	211	35.6	182	30.7	29	4.9	10	1.7
Children native	427	82	19.2	209	48.9	136	31.9	124	29.0	12	2.8	.....	.....
Children foreign born	166	14	8.4	67	40.4	75	45.2	58	34.9	17	10.2	10	6.0
Nativity of fathers not reported; children native	29	6	.....	13	.....	10	.....	9	.....	1	.....	.....	.....
Boys	477	82	17.2	238	49.9	149	31.2	135	28.3	14	2.9	8	1.7
Both fathers and children native	127	18	14.2	78	61.4	30	23.6	28	22.0	2	1.6	1	.8
Fathers foreign born.	328	59	18.0	153	46.6	109	33.2	98	29.9	11	3.4	7	2.1
Children native	252	54	21.4	117	46.4	81	32.1	73	29.0	8	3.2	.....	.....
Children foreign born	76	5	6.6	36	47.4	28	36.8	25	32.9	3	3.9	7	9.2
Nativity of fathers not reported; children native	22	5	.....	7	.....	10	.....	9	.....	1	.....	.....	.....
Girls	346	54	15.6	171	49.4	118	34.1	98	28.3	20	5.8	3	.9
Both fathers and children native	74	16	21.6	42	56.8	16	21.6	14	18.9	2	2.7	.....	.....
Fathers foreign born.	265	37	14.0	123	46.4	102	38.5	84	31.7	18	6.8	3	1.1
Children native	175	28	16.0	92	52.6	55	31.4	51	29.1	4	2.3	.....	.....
Children foreign born	90	9	10.0	31	34.4	47	52.2	33	36.7	14	15.6	3	3.3
Nativity of fathers not reported; children native	7	1	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....

[1] Not shown where base is less than 50.

The children of foreign-born fathers of non-English-speaking nationalities, as shown in Table 55, were much more frequently retarded than were those of foreign-born fathers of English-speaking nationalities. Of the former 43 per cent and of the latter only 24.7 per cent had failed to attain a normal grade. As was seen to be the case among children who were themselves foreign born, the Italian group furnished the largest proportion of retarded children, while comparatively few such children were found in the Russian-Jewish group. Over one-half, 51.3 per cent, of the children of Italian fathers were retarded, and 10.2 per cent of them were three or more grades lower than normal. Only a little over one-third, 34.3 per cent, of the children of Russian-Jewish fathers were retarded and only 2.9 per cent of them were three or more grades below normal for their ages.

TABLE 55.—*Retardation, by nationality of father, and sex of child; children interviewed.*

Nationality of father and sex of child.	All children.	Children who, on leaving school, had completed, for their ages— A higher grade than normal.		A normal grade.		A lower grade than normal. Total.		One or two grades lower than normal.		Three or more grades lower than normal.		Not reported.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	136	16.5	409	49.7	267	32.4	233	28.3	34	4.1	11	1.3
Children of native fathers	201	34	16.9	120	59.7	46	22.9	42	20.9	4	2.0	1	.5
Children of foreign-born fathers	[2] 593	96	16.2	276	46.5	[2] 211	35.6	182	30.7	[2] 29	4.9	10	1.7
Of English-speaking nationalities	243	51	21.0	130	53.5	60	24.7	58	23.9	2	.8	2	.8
Irish	167	37	22.2	85	50.9	45	26.9	43	25.7	2	1.2	.....	.....
Others	76	14	18.4	45	59.2	15	19.7	15	19.7	.....	.....	2	2.6
Of non-English-speaking nationalities	349	45	12.9	146	41.8	150	43.0	124	35.5	26	7.4	8	2.3
Italian	197	20	10.2	69	35.0	101	51.3	81	41.1	20	10.2	7	3.6
Russian-Jewish	70	12	17.1	33	47.1	24	34.3	22	31.4	2	2.9	1	1.4
Other	82	13	15.9	44	53.7	25	30.5	21	25.6	4	4.9	.....	.....
Children the nativity of whose fathers was not reported	29	6	.....	13	.....	10	.....	9	.....	1	.....	.....	.....
Boys	477	82	17.2	238	49.9	149	31.2	135	28.3	14	2.9	8	1.7
Children of native fathers	127	18	14.2	78	61.4	30	23.6	28	22.0	2	1.6	1	.8
Children of foreign-born fathers	[2] 328	59	18.0	153	46.6	[2] 109	33.2	98	29.9	[2] 11	3.4	7	2.1
Of English-speaking nationalities	152	36	23.7	80	52.6	34	22.4	32	21.1	2	1.3	2	1.3
Irish	101	26	25.7	50	49.5	25	24.8	23	22.8	2	2.0	.....	.....
Other	51	10	19.6	30	58.8	9	17.6	9	17.6	.....	.....	2	3.9
Of non-English-speaking nationalities	175	23	13.1	73	41.7	74	42.3	66	37.7	8	4.6	5	2.9
Italian	85	5	5.9	30	35.3	46	54.1	42	49.4	4	4.7	4	4.7
Russian-Jewish	40	9	.....	20	.....	10	.....	9	.....	1	.....	1	.....
Other	50	9	18.0	23	46.0	18	36.0	15	30.0	3	6.0	.....	.....
Children the nativity of whose fathers was not reported	22	5	.....	7	.....	10	.....	9	.....	1	.....	.....	.....
Girls	346	54	15.6	171	49.4	118	34.1	98	28.3	20	5.8	3	.9
Children of native fathers	74	16	21.6	42	56.8	16	21.6	14	18.9	2	2.7	.....	.....
Children of foreign-born fathers	265	37	14.0	123	46.4	102	38.5	84	31.7	18	6.8	3	1.1
Of English-speaking nationalities	91	15	16.5	50	54.9	26	28.6	26	28.6	.....	.....	.....	.....
Irish	66	11	16.7	35	53.0	20	30.3	20	30.3	.....	.....	.....	.....
Other	25	4	.....	15	.....	6	.....	6	.....	.....	.....	.....	.....
Of non-English-speaking nationalities	174	22	12.6	73	42.0	76	43.7	58	33.3	18	10.3	3	1.7
Italian	112	15	13.4	39	34.8	55	49.1	39	34.8	16	14.3	3	2.7
Russian-Jewish	30	3	.....	13	.....	14	.....	13	.....	1	.....	.....	.....
Other	32	4	.....	21	.....	7	.....	6	.....	1	.....	.....	.....
Children the nativity of whose fathers was not reported	7	1	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....

[1] Not shown where base is less than 50.
[2] Including one boy the nationality of whose father was not specified.

Among the children interviewed, as among the foreign-born children included in the continuation-school group, a larger proportion of Italian boys than of Italian girls—54.1 per cent as compared with 49.1 per cent—were retarded. Of the children of Irish fathers, a smaller proportion of boys than of girls—24.8 per cent as compared with 30.3 per cent—had failed to attain a normal grade.

TABLE 56.—*Retardation, by age at taking out first certificate, and sex; children in Boston continuation school.*

Age at taking out first certificate, and sex.	All children.	Children who, on leaving school, had completed, for their ages—											
		A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.[1]	
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
All children	3,399	325	9.6	1,622	47.7	1,066	31.4	861	25.3	205	6.0	386	11.4
14–14½ years	1,151	138	12.0	420	36.5	402	34.9	346	30.1	56	4.9	191	16.6
14½–15 years	710	64	9.0	370	52.1	184	25.9	152	21.4	32	4.5	92	13.0
15–15½ years	732	60	8.2	390	53.3	226	30.9	168	23.0	58	7.9	56	7.7
15½–16 years	806	63	7.8	442	54.8	254	31.5	195	24.2	59	7.3	47	5.8
Boys	2,026	202	10.0	917	45.3	632	31.2	522	25.8	110	5.4	275	13.6
14–14½ years	687	72	10.5	246	35.8	239	34.8	203	29.5	36	5.2	130	18.9
14½–15 years	395	48	12.2	185	46.8	93	23.5	83	21.0	10	2.5	69	17.5
15–15½ years	464	40	8.6	239	51.5	143	30.8	108	23.3	35	7.5	42	9.1
15½–16 years	480	42	8.8	247	51.5	157	32.7	128	26.7	29	6.0	34	7.1
Girls	1,373	123	9.0	705	51.3	434	31.6	339	24.7	95	6.9	111	8.1
14–14½ years	464	66	14.2	174	37.5	163	35.1	143	30.8	20	4.3	61	13.1
14½–15 years	315	16	5.1	185	58.7	91	28.9	69	21.9	22	7.0	23	7.3
15–15½ years	268	20	7.5	151	56.3	83	31.0	60	22.4	23	8.6	14	5.2
15½–16 years	326	21	6.4	195	59.8	97	29.8	67	20.6	30	9.2	13	4.0

[1] "Not reported" means that the children came from disciplinary, prevocational, vocational, and other special schools and that on the records only the school attended, and not the grade completed, was given.

The continuation-school children who went to work soon after becoming 14—that is, between 14 and 14½ years of age—were more frequently from higher grades than normal than were those who went to work at any other age. According to Table 56 nearly one-eighth, 12 per cent, of these children had completed higher grades than normal, as compared with only 9 per cent of the children who went to work when they were between 14½ and 15 years of age, and with even smaller proportions of those who went to work when over 15. The oldest age group, 15½ to 16 years, had the smallest proportion of advanced children, only 7.8 per cent. On the other hand, the group of children who went to work before they were 14½ years of age contained also a larger proportion of retarded children than any other group. More than one-third, 34.9 per cent, of them came from

lower grades than normal for their ages, whereas only about one-fourth, 25.9 per cent, of the children who went to work between 14½ and 15, and less than one-third, 30.9 per cent and 31.5 per cent, respectively, of those in the two older age groups came from such grades. The slightly larger proportion of retarded children among those who went to work when they were over 15 than among those who did so when between 14½ and 15 may indicate that some of the older children had been prevented from going to work earlier by their failure to attain the educational standard for employment certificates. The supposition that this is the true explanation is confirmed by the fact that both groups of children who went to work when over 15 showed unusually high proportions of children who were three or more grades below normal for their ages. At any rate the group of children who went to work within six months after becoming 14 appears to have contained an unusually large proportion both of advanced and of retarded children, while the group of children who did not go to work until within six months before their sixteenth birthdays contained an abnormally small proportion of children from higher grades than normal. The retardation figures for the boys and for the girls of the different age groups differ only slightly. An even larger proportion of the boys who went to work when between 14½ and 15 years of age than of those who went to work earlier, 12.2 per cent as compared with 10.5 per cent, came from higher grades than normal for their ages, while of the girls who went to work when between 14½ and 15 years of age only 5.1 per cent, as compared with 14.2 per cent of those who went to work before they were 14½, were advanced in their school work. Apparently the girls who had completed higher grades than normal for their ages left school even more quickly after attaining the legal age to work than did the boys.

Although the data concerning the death and the employment status of the father and mother were taken as of the date when the child went to work and may not have been of long enough standing to have had any effect on the child's school work, Table 57 shows for the continuation-school group that, among the children both of whose parents were employed and also among those both of whose parents were not employed—neither a normal family status—unusually large proportions were retarded. Of the children in the former group—that is, whose mothers as well as fathers were employed—45.3 per cent were retarded. In the latter group the proportion was somewhat less, 40 per cent. When the father was not employed and the mother employed, only 32.1 per cent of the children were retarded, but an unusually large proportion, 16.1 per cent, were three or more grades below normal. The death of the father or the fact that he was not living with his family seems to have had no

effect on the school standing of the child. But when the mother was dead or not living with the family exactly one-third were retarded—a somewhat larger proportion than that for all the children for whom continuation-school records were used.

TABLE 57.—*Retardation, by family status; children in Boston continuation school.*

Family status.	All children.	Children who, on leaving school, had completed, for their ages—											
		A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.[1]	
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Total	3,399	325	9.6	1,622	47.7	1,066	31.4	861	25.3	205	6.0	386	11.4
Parents living together	2,263	210	9.3	1,084	47.9	737	32.6	589	26.0	148	6.5	232	10.3
Both parents employed	139	8	5.8	53	38.1	63	45.3	53	38.1	10	7.2	15	10.8
Neither parent employed	150	8	5.3	69	46.0	60	40.0	41	27.3	19	12.7	13	8.7
Father employed and mother not employed	1,918	191	10.0	930	48.5	596	31.1	486	25.3	110	5.7	201	10.5
Father not employed and mother employed	56	3	5.4	32	57.1	18	32.1	9	16.1	9	16.1	3	5.4
Father dead or not living with family	600	64	10.7	295	49.2	177	29.5	142	23.7	35	5.8	64	10.7
Mother dead or not living with family	150	14	9.3	69	46.0	50	33.3	43	28.7	7	4.7	17	11.3
Both parents dead or not living with family	96	4	4.2	53	55.2	31	32.3	26	27.1	5	5.2	8	8.3
Status of one or both parents not reported	290	33	11.4	121	41.7	71	24.5	61	21.0	10	3.4	65	22.4

[1] "Not reported" means that the children came from disciplinary, prevocational, vocational, and other special schools and that on the records only the school attended, and not the grade completed, was given.

The occupation of the father, if employed, as well as the mere fact of his employment or unemployment, is a rough index to the economic status of the family. Table 58 shows that among the children interviewed the largest proportion, 49.4 per cent, who were retarded was found in the group where the fathers were unemployed. The next largest proportion, 43.1 per cent, was found among the children whose fathers were merchants or peddlers, and the third largest, 35.6 per cent, among the children whose fathers were laborers.

It has already been seen, however, that both the native and foreign-born children of foreign-born fathers were much more frequently retarded than were the children of native fathers [58] and also that foreign-born fathers of both native and foreign-born chil-

[58] See Table 55, p. 133.

dren were much more frequently engaged in certain occupations than were native fathers.[59] The differences shown in Table 58, therefore, might be due entirely to differences in nativity distribution of the fathers engaged in the different occupations. Table 59, however, compares with the actual number of retarded children in each occupational group the number of retarded children who would be expected in that group if the rate of retardation prevailing in each nationality group prevailed also in each occupational group of that nationality. For many of the occupational groups the numbers are too small and the differences not large enough to be significant; but the influence of occupation seems to be shown in the groups of skilled or semiskilled mechanics, and factory operatives, in which the actual numbers of retarded children were very low, and also in the groups of merchants and peddlers and of unemployed where the proportions of retarded children were high.

TABLE 58.—*Retardation, by occupation of father; children interviewed.*

Occupation of father.	All children.	Children who, on leaving school, had completed, for their ages—											
		A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.	
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
		Number.	Per cent.[a]	Number.	Per cent.[a]	Number.	Per cent.[a]	Number.	Per cent.[a]	Number.	Per cent.[a]	Number.	Per cent.[a]
Total	823	136	16.5	409	49.7	267	32.4	233	28.3	34	4.1	11	1.3
Father employed and living with family	554	97	17.5	285	51.4	164	29.6	147	26.5	17	3.1	8	1.4
Laborer (all industries)	118	16	13.6	57	48.3	42	35.6	36	30.5	6	5.1	3	2.5
Skilled or semiskilled mechanic	118	17	14.4	72	61.0	28	23.7	26	22.0	2	1.7	1	.8
Factory operative	91	19	20.9	47	51.6	22	24.2	21	23.1	1	1.1	3	3.3
Merchant (including peddler)	51	7	13.7	22	43.1	22	43.1	20	39.2	2	3.9	.....	.....
Other proprietor	31	4	.....	16	.....	11	.....	10	.....	1	.....	.....	.....
Clerical worker	10	3	.....	6	.....	.....	.....	.....	.....	.....	.....	1	.....
Teamster, driver, expressman	52	12	23.1	26	50.0	14	26.9	14	26.9	.....	.....	.....	.....
Other	83	19	22.9	39	47.0	25	30.1	20	24.1	5	6.0	.....	.....
Father not employed	81	6	7.4	35	43.2	40	49.4	30	37.0	10	12.3	.....	.....
Father not living with family	21	2	.....	12	.....	7	.....	6	.....	1	.....	.....	.....
Father dead	149	26	17.4	72	48.3	48	32.2	42	28.2	6	4.0	3	2.0
Not reported	18	5	.....	5	.....	8	.....	8	.....	.....	.....	.....	.....

[a] Not shown where base is less than 50.

[59] See Table 26, p. 93.

TABLE 59.—*Retardation, by occupation of father with influence of nationality eliminated; children interviewed.*

Occupation of father.	Children in lower grades than normal.	
	Computed.[1]	Actual.
Total	267	267
Father living with family	207.7	204
Laborer (all industries)	40.2	42
Skilled or semiskilled mechanic	37.2	28
Factory operative	31.5	22
Merchant (including peddler)	17.6	22
Other proprietor	10.7	11
Clerical worker	2.6	.....
Teamster, driver, expressman	15.8	14
Other	25.3	25
Not employed	26.7	40
Father not living with family	7.0	7
Father dead	46.9	48
Not reported	5.9	8

[1] Calculated on the assumption that the proportion of retarded children for the different nationalities which prevailed in the whole group of children prevailed also for those nationalities in each occupation group. The difference between the expected number as thus calculated and the actual number is the measure of the influence of the occupational factor, with the influence of nationality eliminated.

The tendency of retarded children to take their first positions during the school year was pronounced. Table 60 shows that of all the interviewed children who took their first positions during a summer vacation only 19.2 per cent, but of those who went to work at some other time 37.4 per cent, were retarded. Moreover, of the children who took their first positions during a summer vacation only 1.3 per cent were three or more grades below normal, while of those who went to work at some other time 5.2 per cent were three or more grades below normal. This may be ascribed partly to the fact that a child who leaves school during the school year loses the chance to complete the grade last entered, but it undoubtedly indicates also a greater tendency on the part of retarded than on the part of other children to drop out of school at the first opportunity regardless of the completion of any unit of school work.

This tendency was evident in each nationality group but particularly among the children of foreign-born fathers of non-English speaking nationalities, notably the Italian group. Of the children of all foreign-born fathers 21.4 per cent of those who went to work during a summer vacation were retarded as compared with 41.4 per cent of those who went to work at some other time. Of the children of foreign-born fathers of non-English-speaking nationalities 27.7 per cent of those who went to work during a summer vacation and 48.6 per cent of those who went to work at some other time were retarded. For the children of Italian fathers the proportion

retarded among those who went to work during a summer vacation was 32 per cent but among those who went to work at some other time it was 57.8 per cent.

TABLE 60.—*Retardation, by nationality of father and time of securing first regular position; children interviewed.*

Nationality of father; time of securing first regular position.	All children.	Children who, on leaving school, had completed, for their ages—											
		A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.	
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Total	823	136	16.5	409	49.7	267	32.4	233	28.3	34	4.1	11	1.3
Position secured during summer vacation	224	46	20.5	133	59.4	43	19.2	40	17.9	3	1.3	2	.9
Fathers native	44	9	.....	31	.....	4	.....	3	.....	1	.....	.....	.....
Fathers foreign born	173	34	19.7	100	57.8	37	21.4	35	20.2	2	1.5	2	1.2
Of English-speaking nationalities	79	19	24.1	48	60.8	11	13.9	11	13.9	.....	.....	1	1.3
Irish	54	16	29.6	30	55.6	8	14.8	8	14.8	.....	.....	.....	.....
Other	25	3	.....	18	.....	3	.....	3	.....	.....	.....	1	.....
Of non-English-speaking nationalities	94	15	16.0	52	55.3	26	27.7	24	25.5	2	2.1	1	1.1
Italian	50	5	10.0	28	56.0	16	32.0	15	30.0	1	2.0	1	2.0
Russian-Jewish	26	5	.....	13	.....	8	.....	8	.....	.....	.....	.....	.....
Other	18	5	.....	11	.....	2	.....	1	.....	1	.....	.....	.....
Nativity of fathers not reported	7	3	.....	2	.....	2	.....	2	.....	.....	.....	.....	.....
Position secured at some other time	599	90	15.0	276	46.1	224	37.4	193	32.2	31	5.2	9	1.5
Fathers native	157	25	15.9	89	56.7	42	26.8	39	24.8	3	1.9	1	.
Fathers foreign born	[2] 420	62	14.8	176	41.9	[2] 174	41.4	147	35.0	[2] 27	6.4	8	1.9
Of English-speaking nationalities	164	32	19.5	82	50.0	49	29.9	47	28.7	2	1.2	1	.6
Irish	113	21	18.6	55	48.7	37	32.7	35	31.0	2	1.8	.....	.....
Other	51	11	21.6	27	52.9	12	23.5	12	23.5	.....	.....	1	2.0
Of non-English-speaking nationalities	255	30	11.8	94	36.9	124	48.6	100	39.2	24	9.4	7	2.7
Italian	147	15	10.2	41	27.9	85	57.8	66	44.9	19	12.9	6	4.1
Russian-Jewish	44	7	.....	20	.....	16	.....	14	.....	2	.....	1	.....
Other	64	8	12.5	33	51.6	23	35.9	20	31.3	3	4.7	.....	.....
Nativity of fathers not reported	22	3	.....	11	.....	8	.....	7	.....	1	.....	.....	.....

[1] Not shown where base is less than 50.
[2] Including one boy the nationality of whose father was not specified.

On the other hand, the children who had completed a normal grade or a higher grade than normal for their ages showed a somewhat less tendency to go to work during the school year. Of all children who secured their positions during the summer vacation, 59.4 per cent had completed a normal grade and 20.5 per cent had completed a higher grade than normal. Yet of those who secured their positions at some other time only 46.1 per cent had completed a normal grade and 15 per cent a higher grade than normal.

Nevertheless a large number of children who were not retarded went to work during the school year. Probably in many cases they did not actually drop their schooling in the middle of a grade to go to work. Table 61 shows that for the children who had completed a higher grade than normal 44.1 per cent, and of those who had completed only a normal grade 32.3 per cent, had lost one week or more of schooltime between leaving school and going to work. Many of these children, doubtless, finished a school year and then failed to return to begin the new grade in the fall. Of those who had completed a higher grade than normal over one-tenth, 11 per cent, and of those who had completed only a normal grade 6.9 per cent lost three months or more of schooltime before going to work. Comparatively few of the retarded children, on the other hand—only 24 per cent or less than one-fourth—had intervals of one week or more between leaving school and going to work. A very small proportion, only 1.1 per cent, lost three months or more of school work at that time.

The girls who had completed normal or higher than normal grades for their ages showed a decidedly greater tendency to stay out of school before going to work than did the boys. Over half, 51.9 per cent, of the girls and only about two-fifths, 39 per cent, of the boys who were unusually advanced in their school work, had intervals of one week or more between leaving school and going to work; and 40.9 per cent of the girls as compared with only 26.1 per cent of the boys who had completed only normal grades had such intervals. The girls, moreover, lost longer periods of schooltime than did the boys. About one-sixth, 16.7 per cent, of the girls who had completed higher grades than normal and over one-tenth, 11.1 per cent, of those who had completed only normal grades lost three months or more of schooltime, as compared with only 7.3 per cent and 3.8 per cent, respectively, for the same groups of boys. Among retarded children the differences between the sexes were comparatively slight.

These figures confirm the conclusions reached in discussing grade completed and in discussing the greater loss of schooltime between leaving school and going to work by children, particularly girls, from the higher grades. Regular school attendance appears undoubtedly to have been more strictly enforced for the children from the lower

grades—the retarded children—than for those from the upper grades—the normal and advanced children.

TABLE 61.—*Retardation, by amount of schooltime lost, and sex; children interviewed.*

Interval between leaving school and going to work, and sex.	Children who, on leaving school, had completed, for their ages—									
	A higher grade than normal.		A normal grade.		A lower grade than normal.					
					Total.		One or two grades lower than normal.		Three or more grades lower than normal.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.[1]
Both sexes	136	100.0	409	100.0	267	100.0	233	100.0	34	100.0
Interval partly or wholly during school term	85	62.5	279	68.2	227	85.0	196	84.1	31	.....
No schooltime lost or less than 1 week	25	18.4	147	35.9	163	61.0	138	59.2	25	.....
1 week or more	60	44.1	132	32.3	64	24.0	58	24.9	6	.....
1 week under 1 month	26	19.1	70	17.1	37	13.9	34	14.6	3	.....
1 month under 3 months	19	14.0	34	8.3	24	9.0	21	9.0	3	.....
3 months under 6 months	7	5.1	20	4.9	1	.4	1	.4	.....	.....
6 months or over	8	5.9	8	2.0	2	.7	2	.9	.....	.....
Interval entirely during vacation	51	37.5	130	31.8	40	15.0	37	15.9	3	.....
Boys	82	100.0	238	100.0	149	100.0	135	100.0	14	100.0
Interval partly or wholly during school term	51	62.2	166	69.7	131	87.9	118	87.4	13	.....
No schooltime lost or less than 1 week	19	23.2	104	43.7	95	63.8	85	63.0	10	.....
1 week or more	32	39.0	62	26.1	36	24.2	33	24.4	3	.....
1 week under 1 month	15	18.3	37	15.5	24	16.1	22	16.3	2	.....
1 month under 3 months	11	13.4	16	6.7	11	7.4	10	7.4	1	.....
3 months under 6 months	4	4.9	6	2.5	.....	.....	.....	.....	.....	.....
6 months or over	2	2.4	3	1.3	1	.7	1	.7	.....	.....
Interval entirely during vacation	31	37.8	72	30.3	18	12.1	17	12.6	1	.....
Girls	54	100.0	171	100.0	118	100.0	98	100.0	20	100.0
Interval partly or wholly during school term	34	63.0	113	66.1	96	81.4	78	79.6	18	.....
No schooltime lost or less than 1 week	6	11.1	43	25.1	68	57.6	53	54.1	15	.....
1 week or more	28	51.9	70	40.9	28	23.7	25	25.5	3	.....
1 week under 1 month	11	20.4	33	19.3	13	11.0	12	12.2	1	.....
1 month under 3 months	8	14.8	18	10.5	13	11.0	11	11.2	2	.....
3 months under 6 months	3	5.6	14	8.2	1	.8	1	1.0	.....	.....
6 months or over	6	11.1	5	2.9	1	.8	1	1.0	.....	.....
Interval entirely during vacation	20	37.0	58	33.9	22	18.6	20	20.4	2	.....

[1] Not shown where base is less than 50.

A larger proportion of the children who gave economic reasons for leaving school than of those who gave all other reasons were retarded—39.9 per cent as compared with 27.2 per cent. Table 62 shows also that, conversely, a smaller proportion of those who gave economic reasons than of those who gave all other reasons had completed only normal grades, 45 per cent as compared with 52.4 per cent, or higher grades than normal, 13.2 per cent as compared with 19.1 per cent. In this respect little difference appears between the boys and the girls.

TABLE 62.—*Retardation, by reason for leaving school and sex; children interviewed.*

Reason for leaving school, and sex.	All children.	Children who, on leaving school, had completed, for their ages—											
		A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.	
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	136	16.5	409	49.7	267	32.4	233	28.3	34	4.1	11	1.3
Economic reasons	333	44	13.2	150	45.0	133	39.9	112	33.6	21	6.3	6	1.8
All other reasons	408	78	19.1	214	52.4	111	27.2	99	24.3	12	2.9	5	1.2
Discontent with school	166	20	12.0	96	57.8	50	30.1	45	27.1	5	3.0	.....	.....
Disliked school or teacher	100	13	13.0	58	58.0	29	29.0	25	25.0	4	4.0	.....	.....
Slow progress or non-promotion	66	7	10.6	38	57.6	21	31.8	20	30.3	1	1.5	.....	.....
Finished eighth grade and did not wish to go to high school	33	12	.....	20	.....	.....	.....	.....	.....	.....	.....	1	.....
Other reasons	209	46	22.0	98	46.9	61	29.2	54	25.8	7	3.3	4	1.9
Child wished to work	101	17	16.8	51	50.5	31	30.7	29	28.7	2	2.0	2	2.0
Parent wished child to work	45	15	.....	13	.....	17	.....	13	.....	4	.....	.....	.....
Illness of child	12	1	.....	9	.....	2	.....	2	.....	.....	.....	.....	.....
Illness in family	10	3	.....	4	.....	3	.....	3	.....	.....	.....	.....	.....
Other reasons	41	10	.....	21	.....	8	.....	7	.....	1	.....	2	.....
Not reported	82	14	17.1	45	54.9	23	28.0	22	26.8	1	1.2	.....	.....
Boys	477	82	17.2	238	49.9	149	31.2	135	28.3	14	2.9	8	1.7
Economic reasons	165	23	13.9	74	44.8	65	39.4	57	34.5	8	4.8	3	1.8
All other reasons	262	48	18.3	138	52.7	71	27.1	66	25.2	5	1.9	5	1.9
Discontent with school	109	15	13.8	66	60.6	28	25.7	24	22.0	4	3.7	.....	.....
Disliked school or teacher	64	9	14.1	38	59.4	17	26.6	14	21.9	3	4.7	.....	.....
Slow progress or non-promotion	45	6	.....	28	.....	11	.....	10	.....	1	.....	.....	.....
Finished eighth grade and did not wish to go to high school	16	5	.....	10	.....	.....	.....	.....	.....	.....	.....	1	.....
Other reasons	137	28	20.4	62	45.3	43	31.4	42	30.7	1	.7	4	2.9
Child wished to work	73	13	17.8	36	49.3	22	30.1	22	30.1	.....	.....	2	2.7
Parent wished child to work	29	9	.....	8	.....	12	.....	11	.....	1	.....	.....	.....
Illness of child	8	.....	.....	6	.....	2	.....	2	.....	.....	.....	.....	.....
Illness in family	2	.....	.....	.....	.....	2	.....	2	.....	.....	.....	.....	.....
Other reasons	25	6	.....	12	.....	5	.....	5	.....	.....	.....	2	.....
Not reported	50	11	22.0	26	52.0	13	26.0	12	24.0	1	2.0	.....	.....

Not shown where base is less than 50.

TABLE 62.—*Retardation, by reason for leaving school and sex; children interviewed*—Con.

Reason for leaving school, and sex.	All children	Children who, on leaving school, had completed, for their ages—											
		A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.	
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
		Number.	Per cent.	Number.	Per cent.	Num. ber.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Girls	346	54	15.6	171	49.4	118	34.1	98	28.3	20	5.8	3	.9
Economic reasons	168	21	12.5	76	45.2	68	40.5	55	32.7	13	7.7	3	1.8
All other reasons	146	30	20.5	76	52.1	40	27.4	33	22.6	7	4.8	.....	.....
Discontent with school	57	5	8.8	30	52.6	22	38.6	21	36.8	1	1.8	.....	.....
Disliked school or teacher	36	4	.....	20	.....	12	.....	11	.....	1	.....	.....	.....
Slow progress or non-promotion.	21	1	.....	10	.....	10	.....	10	.....	.....	.....	.....	.....
Finished eighth grade and did not wish to go to high school	17	7	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
Other reasons	72	18	25.0	36	50.0	18	25.0	12	16.7	6	8.3	.....	.....
Child wished to work	28	4	.....	15	.....	9	.....	7	.....	2	.....	.....	.....
Parent wished child to work	16	6	.....	5	.....	5	.....	2	.....	3	.....	.....	.....
Illness of child	4	1	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illness in family	8	3	.....	4	.....	1	.....	1	.....	.....	.....	.....	.....
Other reasons	16	4	.....	9	.....	3	.....	2	.....	1	.....	.....	.....
Not reported	32	3	.....	19	.....	10	.....	10	.....	.....	.....	.....	.....

One might expect that many of the children who were discontented with school would be found in the retarded list. But in fact only 29 per cent of the children who said that they had left school because they disliked their school or their teacher and only 31.8 per cent of those who stated that they left school because of slow progress or non-promotion were retarded. On the other hand, comparatively small proportions, 13 per cent and 10.6 per cent, respectively, of these two groups of children had completed higher grades than normal. The girls who were discontented with school were much more frequently retarded than were the boys.

These results, like those relating to the interval between leaving school and going to work, seem to confirm those arrived at in the discussion of the grades completed by these children before going to work.

CONTINUATION-SCHOOL ATTENDANCE.

All the children who were interviewed and most, if not all, of those for whom continuation-school records were used had the benefit of a longer or shorter period of attendance at the Boston continuation school after they went to work. This school was started in September, 1914, and attendance for four hours a week was made compulsory under the terms of the Massachusetts continuation-school law of 1913,[60] which provided that "when the school committee of any city or town shall have established continuation schools or courses of instruction for the education of minors between 14 and 16 years of age regularly employed in such city or town not less than six hours per day, such school committee may, with the consent of the State board of education, require the attendance in such continuation schools or on such courses of instruction of every such minor thereafter receiving an employment certificate and who is not otherwise receiving instruction approved by the school committee or equivalent to that provided in schools established under the provisions of this act."

Two methods of enforcing this act were provided by the law. First, the employer was required to discharge a child as soon as he was notified in writing by the superintendent of schools or his representative that the child was not attending continuation school as required by law. Any employer failing to discharge a child after such notification was liable to a fine of from $10 to $100 for each offense. Second, the superintendent of schools might revoke the employment certificate of any child who failed to attend continuation school. There was no fine for either the child or the parent.

At the time of this study a continuation-school clerk was stationed in the certificate office, and as soon as a child had secured his employment certificate he was sent to her to be registered in the school. This clerk filled out a card record with information secured in part from the child himself and in part from a personal record card sent by the child's teacher or the vocational counselor of his school. The former card contained spaces for information concerning four different positions and for ratings in four different continuation-school classes, and furnished a permanent record of the child's employment and continuation-school history. At the same time the clerk assigned the child to a continuation-school class and gave him a card stating the days and hours when he must attend. This card the child showed to his employer and then presented it at the school. When a child changed positions his new employer was sent a notice stating that the child must continue to attend continuation school.

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[60] Acts of 1913, ch. 805, secs. 1-8.

Three times a year the teacher made out for each child a record containing his ratings, not in the special subjects studied, but in "interest, application, accuracy, initiative, punctuality, courtesy, neatness, and accomplishment." The child was rated not only on his work in school but also on his record in employment. The data for the employment ratings were secured by interviews with the employer, superintendent, or foreman who was in immediate control of the child's work. All continuation-school teachers were allowed 12½ hours a week to visit the homes and the places of employment of their pupils and to become familiar with what they were doing and with their vocational and other needs.

Most of the continuation-school classes were conducted at the school building, which was only about a block from the employment certificate office, in a convenient location for children who worked in the mercantile district, but some classes were conducted in establishments where children were employed. Whenever an establishment had a sufficient number of pupils and offered facilities, the policy was to conduct classes in the establishment instead of requiring the children to go to the school building. At the time of this study, classes were conducted in a large shoe factory, in a lace curtain factory, and in a number of department stores.

The term of the compulsory continuation-school in Boston was the same as that of the regular day school except that it had no spring vacation but instead closed during the week before Christmas. This arrangement was made for the convenience of mercantile establishments where many of the continuation-schools pupils were at work. The periods of attendance were for four consecutive hours on a single day, for two consecutive hours on two days, or for one hour on each of four days. About 70 per cent of the children who attended classes at the continuation-school building were in four-hour classes, but in classes conducted in establishments the children attended for two-hour periods. Few children were in single-hour classes.

The work of the Boston continuation school at the time of this study was frankly experimental and its first and foremost policy was flexibility. Classes were divided into three kinds: (1) General improvement classes for pupils who were not in skilled employments and had no specific vocational aim, (2) prevocational classes for pupils who had well-defined vocational aims but whose work did not offer preparation for the vocations they had selected, and (3) trade-extension classes for pupils who were in skilled employment. Each class was composed of not more than 25 and, whenever possible, not more than 15 pupils; and usually, but not always, girls and boys were taught separately. The trade-extension classes were naturally small, as opportunities for children under 16 to enter skilled trades were rare.

The proportion of time allotted to the various subjects and types of instruction in the different classes was as follows:

	Proportion of time.
General improvement classes:	
Civics, hygiene, cultural studies, and recreation	¼
Discovery of interests and powers	¼
Training, based on acquirement, to remove deficiencies and improve acquirement	½
Prevocational classes:	
Civics, hygiene, cultural studies, and recreation	¼
Information related to shopwork	¼
Shopwork	½
Trade-extension classes:	
Civics, hygiene, cultural studies, and recreation	¼
Shopwork and information related to the shop	¾

The subjects taught were: Woodworking, metal working, electrical work, plumbing, printing, shoe-factory work, bookbinding, salesmanship, stenography and typewriting, telephone operating, clerical work, power-machine operating, dressmaking, millinery, cooking, and homemaking. Only children who had completed the grammar-school course were admitted to the classes in stenography and typewriting, in telephone operating, and in electrical work. No attempt was made, however, to teach trades, even in the trade-extension classes, where the object was merely to furnish the pupils with a broader knowledge of the trades in which they were actually engaged than they could obtain in the shop alone. On the other hand, none of the work was mere manual training.

Even in the general improvement classes an attempt was made to have all instruction as concrete as possible, and in the prevocational and trade-extension classes the academic work was closely related to the vocation which the child was studying. Arithmetic problems, for example, were actual problems growing out of the vocation, and the reading was directed largely toward cultivating the child's knowledge of and interest in his chosen occupation. In the prevocational classes actual shop conditions were imitated and the child was given work of the same practical character as he would actually encounter in the trade.

Orders were taken for certain kinds of work, as for printing. Much of the printing for the school committee, and some outside work, was done in the continuation school. In some cases castings were sent from commercial shops to be made up at the school. These were not always paid orders, as sometimes the expense of transporting back and forth and the cost of spoiled castings counterbalanced the value of the work done, but they secured practical work for the continuation-school pupils. In other cases the principal of the school bought materials and sold the product—as, for example, cheap tables and wooden rollers for scrub pails—at wholesale market prices.

A child was usually assigned first to a general improvement class, where he remained until he developed a preference for some one of the prevocational classes. He might stay in the general improvement class for only two or three days or, if he expressed no desire for a change and was progressing satisfactorily in his studies, he might remain there throughout the whole period of his compulsory continuation-school attendance. The child was given every opportunity when he first entered to learn what the school had to offer and what were the prospects in the various callings, and was allowed free choice among the classes. The opportunities afforded by the occupation or industry in which he was already employed, however, were usually emphasized by his teachers. Even when he had entered one class he might change to another if he wished or if he was not doing good work. Thus the child had an opportunity to test himself in different occupations.

Many employers at first resented the requirement of continuation-school attendance for the children in their establishments, and undoubtedly the immediate reaction of some of them was to do away altogether with the employment of children under 16. But they soon became adjusted to the new requirement, and many of them, it was said at the time of this study, had already learned to welcome the continuation school as a material aid in the training of their employees.

When this study was made children who had been at work but were temporarily unemployed were not expected to return to the schools which they had left before going to work, but were supposed to attend continuation school four hours every day, instead of only four hours a week.

WORK BEFORE LEAVING SCHOOL.

All the children for whom continuation-school records were used and also all who were interviewed had left school for work before their sixteenth birthdays. In the group of 4,401 children who took out certificates in Boston, however, were included 857, or 19.5 per cent of the total number, who, according to the records, worked only during school vacations or outside school hours. These children did not leave school until after they became 16, and before that age, therefore, they were not regular but merely vacation workers.

While all the 823 children interviewed, moreover, had left school for regular positions before becoming 16—most of them soon after becoming 14—324, or 39.4 per cent of the total number, had also worked during vacations or out of school hours before leaving school. This work was not all carried on under the authority of an employment certificate. As the information for these children was secured directly from them and not from records, gainful labor is included which was performed both before and after their fourteenth birthdays and without as well as with certificates. The vacation workers included in the certificate group of children, who did not leave school before becoming 16, may also have held positions before they were 14 or for which they secured no certificates, but for them no information as to such positions was secured.

These two groups of children who worked before leaving school differ, therefore, not only in the fact that the children in one did not, while those in the other did, become regular workers before their sixteenth birthdays, but also in the character of the information secured. In the first group the information relates only to certificated positions, all of which must have been held after the children became 14, and in the second to all positions, regardless of certification, of the child's age, and even of the legality of the work.

SEX, NATIVITY, AND FATHER'S NATIONALITY.

The certificate group of vacation workers was composed of 519 boys and 338 girls. In other words, 60.6 per cent of this group were boys and 39.4 per cent girls. As only 40.2 per cent of all the children who took out certificates in Boston were girls it is evident that nearly as large a proportion of girls as compared with boys took out certificates for vacation work as for regular work. Of the 324 interviewed children who had worked before leaving school, however, only 44, or 13.6 per cent, were girls. Apparently only a few of the

girls, as compared with the boys, who took regular positions soon after becoming of legal age to work had been gainfully employed before leaving school. More than one-half, 58.7 per cent, of the boys, but only about one-eighth, 12.7 per cent, of the girls, who were interviewed had worked before leaving school.[62] The cause of this difference is doubtless the fact that the opportunities open to girls for work out of school hours are few as compared with those open to boys. Most of the girls who worked without leaving school before becoming 16 held full-time positions during school vacations, whereas many of the boys were engaged in street trades or other irregular work outside school hours. This difference will be further discussed in considering the occupations of vacation and regular workers.

TABLE 63.—*Nativity and sex; comparison of vacation and regular workers issued certificates in Boston and regular workers interviewed who worked and did not work before leaving school.*

Nativity and sex of child.	Children issued certificates in Boston who, before becoming 16, worked—				Children interviewed who left school to work before becoming 16, and who, before leaving school—			
	During vacation or out of school hours only.		Regularly.		Worked.		Did not work.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.[1]	Number.	Per cent distribution.
Both sexes	857	100.0	[2] 3,544	100.0	324	100.0	499	100.0
Native	733	85.5	2,876	81.2	265	81.8	392	78.6
Foreign-born	124	14.5	667	18.8	59	18.2	107	21.4
Boys	519	100.0	[2] 2,114	100.0	280	100.0	197	100.0
Native	446	85.9	1,769	83.7	236	84.3	165	83.8
Foreign-born	73	14.1	344	16.3	44	15.7	32	16.2
Girls	338	100.0	1,430	100.0	44	100.0	302	100.0
Native	287	84.9	1,107	77.4	29	.....	227	75.2
Foreign-born	51	15.1	323	22.6	15	.....	75	24.8

[1] Not shown where base is less than 50.
[2] Including one boy for whom nativity was not reported.

Native children furnished a somewhat larger proportion of vacation workers than of regular workers, and also a somewhat larger proportion of the children interviewed who worked than of those who did not work before leaving school. Table 63 shows also that only 14.5 per cent of the children who took out certificates for work only during vacation or out of school hours before their sixteenth birthdays were foreign born, as compared with 18.8 per cent of those who took out certificates for regular positions. This table shows further

[62] See Table 67, p. 153.

that of the children interviewed, all of whom were in regular positions before they were 16 and most of them before they were 15, the foreign born constituted only 18.2 per cent of those who worked as compared with 21.4 per cent of those who did not work before leaving school. Apparently the native children who went to work before their sixteenth birthdays were more likely than were the foreign-born children to combine school and work.

This conclusion, however, holds true only for the boys. The opposite tendency is seen among foreign-born girls, for they constituted 34.1 per cent of those who worked as compared with only 24.8 per cent of those who did not work before leaving school.

The Italians, as appears in Table 64, furnished a particularly small proportion, 2.7 per cent, of the vacation workers as compared with 7.4 per cent of the regular workers. Moreover, among the interviewed children the Italians furnished only 6.8 per cent of those who had worked, as compared with 13.6 per cent of those who had not worked before leaving school. Evidently the Italian children were more likely to leave school for work than merely to work after school hours or during vacation.

TABLE 64.—*Place of birth; comparison of vacation and regular workers issued certificates in Boston and regular workers interviewed who worked and did not work before leaving school.*

Place of birth.	Children issued certificates in Boston who, before becoming 16, worked—				Children interviewed who left school to work before becoming 16, and who, before leaving school—			
	During vacation or out of school hours only.		Regularly.		Worked.		Did not work.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All children	857	100.0	[1] 3,544	100.0	324	100.0	499	100.0
Native	733	85.5	2,876	81.2	265	81.8	392	78.6
Foreign-born	124	14.5	667	18.8	59	18.2	107	21.4
Place of birth:								
British North America	10	1.2	46	1.3	3	.9	2	.4
England, Scotland, Wales	17	2.0	74	2.1	7	2.2	11	2.2
Ireland	6	.7	17	.5	5	1.5	1	.2
Italy	23	2.7	261	7.4	22	6.8	68	13.6
Russia	51	6.0	215	6.1	15	4.6	18	3.6
Other	17	2.0	54	1.5	7	2.2	7	1.4

[1] Including one child for whom nativity was not reported.

The nativity of the fathers is known only for the interviewed children. In this group, as appears in Table 65, a larger proportion of the native children of native fathers than of the native children of foreign-born fathers or of the foreign-born children, 41.3 per cent, 39.6 per cent and 35.5 per cent, respectively, worked before leaving school. The boys show the same order of nativity groups, though

much larger proportions in each group worked before leaving school—59.1 per cent of the native sons of native fathers, 58.7 per cent of the native sons of foreign-born fathers, and 57.9 per cent of the foreign-born boys. The girls, however, show exactly the opposite order of nativity groups, with much smaller proportions in each; only 10.8 per cent of the native daughters of native fathers had worked before leaving school, as compared with 12 per cent of the native daughters of foreign-born fathers, and with 16.7 per cent of the foreign-born girls. Evidently the native girls whose fathers were also native were less likely than were the girls of either of the other groups to combine school with work.

TABLE 65.—*Employment before leaving school, by nativity of father and nativity and sex of child; children interviewed.*

Nativity of father and nativity and sex of child.	All children.	Children who, before leaving school—			
		Worked.		Did not work.	
		Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	324	39.4	499	60.6
Both fathers and children native	201	83	41.3	118	58.7
Fathers foreign born	593	228	38.4	365	61.6
Children native	427	169	39.6	258	60.4
Children foreign born	166	59	35.5	107	64.5
Nativity of fathers not reported	29	13	.....	16	.....
Boys	477	280	58.7	197	41.3
Both fathers and children native	127	75	59.1	52	40.9
Fathers foreign born	328	192	58.5	136	41.5
Children native	252	148	58.7	104	41.3
Children foreign born	76	44	57.9	32	42.1
Nativity of fathers not reported	22	13	.....	9	.....
Girls	346	44	12.7	302	87.3
Both fathers and children native	74	8	10.8	66	89.2
Fathers foreign born	265	36	13.6	229	86.4
Children native	175	21	12.0	154	88.0
Children foreign born	90	15	16.7	75	83.3
Nativity of fathers not reported	7	.....	.....	7	.....

[1] Not shown where base is less than 50.

From Table 66 it appears further that the children whose fathers came from south and east Europe showed less tendency to work before leaving school or to put off leaving school by working outside school hours than the children whose fathers came from north and west Europe. This was due apparently to the comparatively small proportion of Italian children, and especially Italian girls, who had worked while still in school. Only 27.9 per cent of all the Italian children, 54.1 per cent of the boys but barely 8 per cent of the girls, had worked before leaving school. This tendency among the Italians, numerically the largest group of children whose fathers were foreign born, counterbalanced an opposite tendency among the Russian-Jewish children, 48.6 per cent of whom worked before leaving school.

Of the children whose fathers were Irish, who constituted the second largest group of foreign parentage, only 37.7 per cent worked before leaving school—a smaller proportion than of the children whose fathers were native.

TABLE 66.—*Employment before leaving school, by nationality of father and sex of child; children interviewed.*

Nationality of father and sex of child.	All children.	Children who, before leaving school— Worked.		Did not work.	
		Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	324	39.4	499	60.6
Fathers native	201	83	41.3	118	58.7
Fathers foreign born	593	228	38.4	365	61.6
North and west Europe	258	105	40.7	153	59.3
English and Scotch	51	21	41.2	30	58.8
Irish	167	63	37.7	104	62.3
Other	40	21	.....	19	.....
South and east Europe	297	106	35.7	191	64.3
Russian Jewish	70	34	48.6	36	51.4
Italian	197	55	27.9	142	72.1
Other	30	17	.....	13	.....
Other	38	17	.....	21	.....
Nativity of fathers not reported	29	13	.....	16	.....
Boys	477	280	58.7	197	41.3
Fathers native	127	75	59.1	52	40.9
Fathers foreign born	328	192	58.5	136	41.5
North and west Europe	165	93	56.4	72	43.6
English and Scotch	35	19	.....	16	.....
Irish	101	54	53.5	47	46.5
Other	29	20	.....	9	.....
South and east Europe	142	85	59.9	57	40.1
Russian-Jewish	40	26	.....	14	.....
Italian	85	46	54.1	39	45.9
Other	17	13	.....	4	.....
Other	21	14	.....	7	.....
Nativity of fathers not reported	22	13	.....	9	.....
Girls	346	44	12.7	302	87.3
Fathers native	74	8	10.8	66	89.2
Fathers foreign born	265	36	13.6	229	86.4
North and west Europe	93	12	12.9	81	87.1
English and Scotch	16	2	.....	14	.....
Irish	66	9	13.6	57	86.4
Other	11	1	.....	10	.....
South and east Europe	155	21	13.5	134	86.5
Russian-Jewish	30	8	.....	22	.....
Italian	112	9	8.0	103	92.0
Other	13	4	.....	9	.....
Other	17	3	.....	14	.....
Nativity of fathers not reported	7	.....	.....	7	.....

[1] Not shown where base is less than 50.

AGE AT SECURING FIRST SCHOOL POSITION.[63]

As already stated, 857, or 19.5 per cent, of the 4,401 children who took out employment certificates in Boston worked only during vacation or out of school hours. In other words, about one child out of every five who took out a first certificate did not actually leave school before his sixteenth birthday. But that many of these children probably went to work during a vacation before the end of which they would have become 16 and did not attend school after that age

[63] By "school position" is meant a position held by a child only during vacation or outside school hours and before he had left school for work.

seems to be indicated by the fact shown in Table 67 that over half of them, 50.5 per cent, were between 15½ and 16 years of age, as compared with less than one-fourth, 23.7 per cent, of the regular workers. Nevertheless, many of these children doubtless worked outside school hours and during vacations while continuing their schooling, for, as will be seen later,[64] nearly half of them were in high school as compared with not much more than one-eighth of the regular workers.

TABLE 67.—*Age at taking out first certificate and sex of vacation and regular workers; children issued certificates in Boston.*

Age and sex.	All children.		Children who worked—			
			Regularly.		During vacation or out of school hours.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	4,401	100.0	3,544	100.0	857	100.0
14 under 14½	[1] 1,381	31.4	1,245	35.1	136	15.9
14½ under 15	854	19.4	719	20.3	135	15.8
15 under 15½	892	20.3	739	20.9	153	17.9
15½ under 16	1,274	28.9	841	23.7	433	50.5
Boys	2,633	100.0	2,114	100.0	519	100.0
14 under 14½	838	31.8	747	35.3	91	17.5
14½ under 15	473	18.0	399	18.9	74	14.3
15 under 15½	562	21.3	470	22.2	92	17.7
15½ under 16	760	28.9	498	23.6	262	50.5
Girls	1,768	100.0	1,430	100.0	338	100.0
14 under 14½	543	30.7	498	34.8	45	13.3
14½ under 15	381	21.5	320	22.4	61	18.0
15 under 15½	330	18.7	269	18.8	61	18.0
15½ under 16	514	29.1	343	24.0	171	50.6

[1] Including three children who went to work before they were 14 years of age according to continuation-school records, but who did not secure employment certificates until after they were 14.

The large proportion of vacation workers who were in high school should be considered, however, in connection with their ages. Only 15.9 per cent of these vacation workers took out their first certificates before they were 14½ years of age as compared with 35.1 per cent of the regular workers. Similar differences are found for both boys and girls, though the proportion of girls taking out certificates for vacation work when under 14½ was only 13.3 per cent as compared with 17.5 per cent of boys. A larger proportion of the girls than of the boys, on the other hand, took out certificates when between 14½ and 15 years of age. In this group, of course, none of the positions were held before the children were 14.

Many of the children interviewed, on the other hand, gave information as to gainful work before their fourteenth birthdays, in some cases even before their tenth birthdays. Of the 324 children who

[64] See p. 165.

worked before leaving school, only 46, according to Table 68, secured their first school positions after they were 14 years of age. Many of the interviewed children took regular positions so soon after becoming 14 that there was no time for them to have vacation or out of school hours positions after that age. The age at securing first school position had to be tabulated as "not reported" in 135 cases, 41.7 per cent of the total number, usually because the children could not accurately remember the date. As they would be much more likely to remember comparatively recent dates than earlier ones it is probable that most of the children who failed to report on this point had begun work before they were 14 and many of them before they were 12. Even of those who reported, 40 children began before they were 12—12 boys before they were 10—while 36 began between 12 and 13, and 67 between 13 and 14 years of age.

TABLE 68.—*Age at securing first school position, by age at securing first regular position and sex; interviewed children who worked before leaving school.*

Age at securing first school position and sex of child.	Children who worked before leaving school.					
	Total.		Age at securing first regular position.			
			Under 14¼.		14¼ and under 16.	
	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]
Both sexes	324	100.0	157	100.0	167	100.0
Under 12 years of age	40	12.3	25	15.9	15	9.0
Under 10	12	3.7	9	5.7	3	1.8
10 under 11	7	2.2	3	1.9	4	2.4
11 under 12	21	6.5	13	8.3	8	4.8
12 under 14 years of age	103	31.8	64	40.8	39	23.4
12 under 13	36	11.1	22	14.0	14	8.4
13 under 14	67	20.7	42	26.8	25	15.0
14 under 15 years of age	46	14.2	4	2.5	42	25.1
14 under 14½	41	12.7	4	2.5	37	22.2
14½ under 15	5	1.5	.....	.....	5	3.0
Not reported	135	41.7	64	40.8	71	42.5
Boys	280	100.0	144	100.0	136	100.0
Under 12 years of age	38	13.6	24	16.7	14	10.3
Under 10	12	4.3	9	6.3	3	2.2
10 under 11	7	2.5	3	2.1	4	2.9
11 under 12	19	6.8	12	8.3	7	5.1
12 under 14 years of age	90	32.1	56	38.9	34	25.0
12 under 13	33	11.8	20	13.9	13	9.6
13 under 14	57	20.4	36	25.0	21	15.4
14 under 15 years of age	25	8.9	2	1.4	23	16.9
14 under 14½	22	7.9	2	1.4	20	14.7
14½ under 15	3	1.1	.....	.....	3	2.2
Not reported	127	45.4	62	43.0	65	47.8
Girls	44	100.0	13	100.0	31	100.0
Under 12 years of age	2	.....	1	.....	1	.....
11 under 12	2	.....	1	.....	1	.....
12 under 14 years of age	13	.....	8	.....	5	.....
12 under 13	3	.....	2	.....	1	.....
13 under 14	10	.....	6	.....	4	.....
14 under 15 years of age	21	.....	2	.....	19	.....
14 under 14½	19	.....	2	.....	17	.....
14½ under 15	2	.....	.....	.....	2	.....
Not reported	8	.....	2	.....	6	.....

[1] Not shown where base is less than 50.

A much larger proportion of girls than of boys who worked before leaving school secured their first school positions after they were 14, and only two girls began work under 12 and none under 11. Nearly half, 21, of the 44 girls took their first school positions after the age of 14.

The children who had worked before they were 14 showed a strong tendency to secure regular positions as soon as they reached that age. Of the 128 boys who reported having worked before their fourteenth birthdays, 80, or 62.5 per cent, took regular positions within the first three months after those birthdays. And of the 15 girls who reported having worked before they were 14, 9 secured regular positions before they were 14 years and 3 months old.

KIND OF FIRST SCHOOL POSITION.

According to Table 69 for the interviewed group 21.9 per cent of all the first positions held by the 324 children who had been employed before leaving school involved only work during vacation periods. The proportion of girls was much larger than that of boys, for 30 out of 44 girls and only 41 out of 280 boys had first positions of this kind, but about two-fifths, 40.7 per cent, of both sexes, and not far from half, 45.7 per cent, of the boys alone, worked during both vacation and school term in their first positions. And over one-third, 34.9 per cent, of both sexes and a somewhat larger proportion, 37.5 per cent, of the boys alone worked only during school term. One-ninth, 11.1 per cent, of the children worked only on Saturdays and about one-sixth, 16.7 per cent, both on Saturdays and before and after school hours. The girls, as already stated, usually had first positions involving only vacation work and consequently each of the percentages relating to work at any time during a school term is higher for boys alone than for both sexes.

The native boys whose fathers were native appear to have been less likely than those whose fathers were foreign-born to work during schoolterm only and more likely to work during vacation only. At any rate 34.7 per cent of the native sons of native fathers and 42.6 per cent of the native sons of foreign-born fathers held first school positions which were for work during schoolterm only. On the other hand, 16 per cent of the native sons of native fathers and 13.5 per cent of the native sons of foreign-born fathers held first positions that were for work during vacation only. Not far from one-fourth, 22.3 per cent, of the native boys whose fathers were foreign born, as compared with only 14.7 per cent of those whose fathers were also native, held first positions which involved work both on Saturdays and before and after school hours. More than half, 26 out of 44, of the foreign-born boys worked both during vacation and schoolterm in their first positions. The number of

foreign-born girls who worked before leaving school is too small to justify any similar comparison for them.

In 22 of the 324 first school positions the employer was a parent or relative. These positions were held by 22 children, 5 girls and 17 boys.

TABLE 69.—*Kind of first school position, by nativity of father and nativity and sex of child; interviewed children who worked before leaving school.*

Kind of first school position and sex.	Children who worked before leaving school.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	
Both sexes	324	100.0	83	100.0	169	100.0	59	100.0	13
Vacation only	71	21.9	19	22.9	32	18.9	17	28.8	3
Vacation and schoolterm	132	40.7	34	41.0	66	39.1	27	45.8	5
Out of school hours	129	39.8	33	39.8	64	37.9	27	45.8	5
During school hours [2]	3	.9	1	1.2	2	1.2			
Schoolterm	113	34.9	27	32.5	68	40.2	13	22.0	5
Saturday only	36	11.1	10	12.0	22	13.0			4
Before and after school	20	6.2	5	6.0	10	5.9	5	8.5	
Saturday and before and after school	54	16.7	12	14.5	34	20.1	7	11.9	1
During school hours [2]	3	.9			2	1.2	1	1.7	
Not reported	8	2.5	3	3.6	3	1.8	2	3.4	
Boys	280	100.0	75	100.0	148	100.0	44	100.0	13
Vacation only	41	14.6	12	16.0	20	13.5	6		3
Vacation and schoolterm	128	45.7	34	45.3	63	42.6	26		5
Out of school hours	126	45.0	33	44.0	62	41.9	26		5
During school hours [2]	2	.7	1	1.3	1	.7			
Schoolterm	105	37.5	26	34.7	63	42.6	11		5
Saturday only	35	12.5	10	13.3	21	14.2			4
Before and after school	18	6.4	5	6.7	9	6.1	4		
Saturday and before and after school	52	18.6	11	14.7	33	22.3	7		1
Not reported	6	2.1	3	4.0	2	1.4	1		
Girls	44	100.0	8	100.0	21	100.0	15	100.0	
Vacation only	30		7		12		11		
Vacation and schoolterm	4				3		1		
Out of school hours	3				2		1		
During school hours [2]	1				1				
Schoolterm	8		1		5		2		
Saturday only	1				1				
Before and after school	2				1		1		
Saturday and before and after school	2		1		1				
During school hours [2]	3				2		1		
Not reported	2				1		1		

[1] Not shown where base is less than 50.
[2] Of the six children who worked during school hours, three boys and two girls did so for only a few days at the beginning or end of a schoolterm.

AMOUNT OF WORK DONE IN SCHOOL POSITIONS.

Two-thirds, 66.7 per cent, of the children interviewed who had worked before leaving school, as appears in Table 70, held only one school position. This proportion was even higher for the girls than for the boys. Only 7 girls held more than one position. But over

one-fifth, 21.3 per cent, of all the children held two positions; nearly one-tenth, 9.3 per cent, three positions; and 9 boys, 2.8 per cent of the total number of children, four or more positions each. Six children held two positions simultaneously; and one of them had two such combinations.

TABLE 70.—*Number of school positions held, by nativity of father and nativity and sex of child; interviewed children who worked before leaving school.*

Number of school positions held and sex.	Children who worked before leaving school.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	
Both sexes	324	100.0	83	100.0	169	100.0	59	100.0	13
1 position	216	66.7	58	69.9	111	65.7	38	64.4	9
2 positions	69	21.3	15	18.1	36	21.3	16	27.1	2
3 positions	30	9.3	9	10.8	16	9.5	3	5.1	2
4 or more positions	9	2.8	1	1.2	6	3.6	2	3.4	.....
Boys	280	100.0	75	100.0	148	100.0	44	100.0	13
1 position	179	63.9	51	68.0	94	63.5	25	.....	9
2 positions	64	22.9	14	18.7	34	23.0	14	.....	2
3 positions	28	10.0	9	12.0	14	9.5	3	.....	2
4 or more positions	9	3.2	1	1.3	6	4.1	2	.....	.....
Girls	44	100.0	8	100.0	21	100.0	15	100.0	.....
1 position	37	.....	7	.....	17	.....	13	.....	.....
2 positions	5	.....	1	.....	2	.....	2	.....	.....
3 positions	2	.....	.....	.....	2	.....	.....	.....	.....

[1] Not shown where base is less than 50.

For the girls the numbers are too small for any comparison by nativity. A larger proportion of the native boys whose fathers were also native than of those whose fathers were foreign born, 68 per cent, as compared with 63.5 per cent, held only one position.

Table 71 shows that more than one-third, 34.6 per cent, of the positions held by children before leaving school lasted less than three months, but nearly as large a proportion, 30.2 per cent, lasted for one year or more and almost one-sixth, 15.9 per cent, for two years or more. This table also shows that the positions held by girls were shorter than those held by boys, as would be expected from the fact that a larger proportion of them were during vacation only. About three-fifths, 60.4 per cent, of the positions held by girls lasted less than three months, and less than one-tenth, 9.5 per cent, more than a year.

TABLE 71.—*Time employed and sex; school positions held by interviewed children who worked before leaving school.*

Time employed in each school position.	School positions held by—					
	All children.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Total	483	100.0	430	100.0	53	100.0
Under 3 months	167	34.6	135	31.4	32	60.4
Under 1 week	12	2.5	7	1.6	5	9.4
1 week under 1 month	48	9.9	39	9.1	9	17.0
1 month under 2	37	7.7	31	7.2	6	11.3
2 months under 3	70	14.5	58	13.5	12	22.6
3 months under 6	92	19.0	82	19.1	10	18.9
6 months under 12	68	14.1	64	14.9	4	7.5
6 months under 9	52	10.8	50	11.6	2	3.8
9 months under 12	16	3.3	14	3.3	2	3.8
12 months under 24	69	14.3	67	15.6	2	3.8
12 months under 18	52	10.8	50	11.6	2	3.8
18 months under 24	17	3.5	17	4.0	.....	.....
24 months and over	77	15.9	74	17.2	3	5.7
Not reported	10	2.1	8	1.9	2	3.8

TABLE 72.—*Hours weekly and sex; school positions held by interviewed children who worked before leaving school.*

Hours weekly.	School positions held by—					
	All children.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Total	483	100.0	430	100.0	53	100.0
Under 12	121	25.1	116	27.0	5	9.4
Under 4	14	2.9	13	3.0	1	1.9
4 under 8	45	9.3	43	10.0	2	3.8
8 under 12	62	12.8	60	14.0	2	3.8
12 under 24	154	31.9	150	34.9	4	7.5
24 to 48 (inclusive)	156	32.3	124	28.8	32	60.4
24 under 36	64	13.3	60	14.0	4	7.5
36 under 42	23	4.8	16	3.7	7	13.2
42 under 48	42	8.7	30	7.0	12	22.6
48 even	27	5.6	18	4.2	9	17.0
Over 48	25	5.2	20	4.7	5	9.4
Over 48, under 54	11	2.3	7	1.6	4	7.5
54 and over	14	2.9	13	3.0	1	1.9
Not reported	27	5.6	20	4.7	7	13.2

In approximately one-fourth, 25.1 per cent, of their school positions, according to Table 72, the children worked less than 12 hours a week, and in not far from one-third, 31.9 per cent, between 12 and 24 hours. In nearly another third, 32.3 per cent, of the school positions held by both sexes and in 60.4 per cent of those held by girls, the hours were between 24 and 48 a week. Comparatively few of the boys, only 19.6 per cent, but the great majority of the girls, 62.2 per

cent, worked over 36 hours—indeed, 9.4 per cent of the girls worked over 48 hours, as compared with only 4.7 per cent of the boys. It should be remembered in this connection, of course, that the positions held by girls were much more generally for work during school vacation, and that a larger proportion of the girls than of the boys were over 14 years of age when they first went to work.

TABLE 73.—*Time employed, by hours weekly and sex; school positions held by interviewed children who worked before leaving school.*

Time employed and sex of child.	School positions of specified weekly hours.								
	Under 12.		12 under 24.		24 to 48 (inclusive).		Over 48.		Not reported.
	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	
Both sexes	121	100.0	154	100.0	156	100.0	25	100.0	27
Under 3 months	35	28.9	34	22.1	80	51.3	14	.....	4
3 months, under 6	25	20.7	22	14.3	28	17.9	10	.....	7
6 months, under 12	19	15.7	30	19.5	16	10.3	1	.....	2
12 months, under 24	19	15.7	28	18.2	17	10.9	.....	.....	5
24 months and over	20	16.5	36	23.4	14	9.0	.....	.....	7
Not reported	3	2.5	4	2.6	1	.6	.....	.....	2
Boys	116	100.0	150	100.0	124	100.0	20	100.0	20
Under 3 months	32	27.6	34	22.7	55	44.4	11	.....	3
3 months, under 6	25	21.6	21	14.0	23	18.5	8	.....	5
6 months, under 12	17	14.7	29	19.3	15	12.1	1	.....	2
12 months, under 24	19	16.4	28	18.7	17	13.7	.....	.....	3
24 months and over	20	17.2	35	23.3	13	10.5	.....	.....	6
Not reported	3	2.6	3	2.0	1	.8	.....	.....	1
Girls	5	100.0	4	100.0	32	100.0	5	100.0	7
Under 3 months	3	.....	.....	.....	25	.....	3	.....	1
3 months, under 6	.....	.....	1	.....	5	.....	2	.....	2
6 months, under 12	2	.....	1	.....	1	.....	.....	.....	.....
12 months, under 24	.....	.....	.....	.....	.....	.....	.....	.....	2
24 months and over	.....	.....	1	.....	1	.....	.....	.....	1
Not reported	.....	.....	1	.....	.....	.....	.....	.....	1

[1] Not shown where base is less than 50.

When the weekly hours are considered in connection with the time employed, as in Table 73, it is found that over half, 51.3 per cent, of all the positions in which the hours were from 24 to 48 a week were held for less than three months. Practically one-fifth of them, however, 19.9 per cent, were held for over a year. Of those which ended in less than three months a larger proportion were held by girls than by boys. The shorter hour positions were more evenly distributed according to the time spent in each, but a surprisingly large proportion, 23.4 per cent, of those in which the hours were from 12 to 24 a week lasted for over two years.

EARNINGS IN SCHOOL POSITIONS.[65]

The weekly wages depended naturally to a considerable extent upon the amount of time the children were employed weekly. Table 74 gives the wages of children whose work fell into the different hour groups. In over half, 51.2 per cent, of the positions in which the hours were under 12 the children either worked one day a week only or received no cash or only part cash; and in considerably over one-fourth, 29.8 per cent, of these positions they received less than $2 a week. In over one-fourth, 27.9 per cent, of the positions in which the hours were from 12 to 24 they received less than $2. None of the girls who held positions in this hour group made over $2 a week. But of the positions held by boys in which the hours were 12 but less than 24, in more than one-fourth, 26.7 per cent, their wages were $2 but less than $3, and in nearly as large a proportion, 23.3 per cent, they were $3 but less than $4. It is somewhat surprising to find that in these positions with comparatively short hours, averaging from two to four a day, 13 boys, 8.7 per cent, made $4 or more a week, three of them $6 or over.

The children who worked from 24 to 48 hours a week naturally received considerably higher wages than those who worked shorter hours. In more than one-third of these positions, 35.3 per cent, the children made $4 or more; in about one-fourth, 25.6 per cent, $4 but less than $5. In nearly as large a proportion, 30.1 per cent, however, the weekly wages were only from $3 to $4.

In connection with these earnings it is interesting to note to what extent the economic needs of the family may have influenced the child to secure employment before leaving school. Table 75 shows that of the interviewed boys who gave economic reasons for leaving school only a slightly larger proportion than of those who gave other reasons, 58.2 per cent as compared with 57.6 per cent, had worked before they left school. And of the interviewed girls an even smaller proportion of those who gave economic reasons than of those who gave other reasons, 8.3 per cent as compared with 11 per cent, had worked before leaving school. It should be remembered, however, that the reason given by the child for leaving school may not always have been the true one.

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[65] In some cases the children worked on their own account in street trades and other similar occupations and their compensation did not, therefore, consist technically of wages, but to make possible a general view of the compensation received this comparatively unimportant distinction has been ignored and such earnings have been classified along with actual wages.

TABLE 74.—*Weekly wage, by hours weekly and sex; school positions held by interviewed children who worked before leaving school.*

Weekly wage and sex of child.	School positions of specified weekly hours.										
	Total.		Under 12.		12 under 24.		24 to 48 (inclusive).		Over 48.		Not reported.
	Number.	Per cent distribution.	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	
Both sexes	483	100.0	121	100.0	154	100.0	156	100.0	25	100.0	27
Under $2	95	19.7	36	29.8	43	27.9	11	7.1	.....	.....	5
Under $1	28	5.8	18	14.9	8	5.2	1	.6	.....	.....	1
$1 under $2	67	13.9	18	14.9	35	22.7	10	6.4	.....	.....	4
$2 under $3	90	18.6	15	12.4	40	26.0	27	17.3	3	.....	5
$3 under $4	99	20.5	3	2.5	35	22.7	47	30.1	8	.....	6
$4 and over	83	17.2	2	1.7	13	8.4	55	35.3	12	.....	1
$4 under $5	61	12.6	2	1.7	9	5.8	40	25.6	10	.....	.....
$5 under $6	13	2.7	.....	.....	1	.6	10	6.4	1	.....	1
$6 and over	9	1.9	.....	.....	3	1.9	5	3.2	1	.....	.....
Other	98	20.3	62	51.2	19	12.3	12	7.7	2	.....	3
Worked 1 day a week only	73	15.1	59	48.8	13	8.4	.....	.....	.....	.....	1
No cash wage or only part cash	25	5.2	3	2.5	6	3.9	12	7.7	2	.....	2
Not reported	18	3.7	3	2.5	4	2.6	4	2.6	.....	.....	7
Boys	430	100.0	116	100.0	150	100.0	124	100.0	20	100.0	20
Under $2	88	20.5	35	30.2	40	26.7	9	7.3	.....	.....	4
Under $1	26	6.0	17	14.7	7	4.7	1	.8	.....	.....	1
$1 under $2	62	14.4	18	15.5	33	22.0	8	6.5	.....	.....	3
$2 under $3	85	19.8	14	12.1	40	26.7	24	19.4	3	.....	4
$3 under $4	86	20.0	3	2.6	35	23.3	37	29.8	6	.....	5
$4 and over	67	15.6	2	1.7	13	8.7	42	33.9	9	.....	1
$4 under $5	47	10.9	2	1.7	9	6.0	29	23.4	7	.....	.....
$5 under $6	11	2.6	.....	.....	1	.7	8	6.5	1	.....	1
$6 and over	9	2.1	.....	.....	3	2.0	5	4.0	1	.....	.....
Other	88	20.5	59	50.9	18	12.0	9	7.3	2	.....	.....
Worked 1 day a week only	70	16.3	57	49.1	13	8.7	.....	.....	.....	.....	.....
No cash wage or only part cash	18	4.2	2	1.7	5	3.3	9	7.3	2	.....	.....
Not reported	16	3.7	3	2.6	4	2.7	3	2.4	.....	.....	6
Girls	53	100.0	5	100.0	4	100.0	32	100.0	5	100.0	7
Under $2	7	13.2	1	.....	3	.....	2	.....	.....	.....	1
Under $1	2	3.8	1	.....	1	.....	.....	.....	.....	.....	.....
$1 under $2	5	9.4	.....	.....	2	.....	2	.....	.....	.....	1
$2 under $3	5	9.4	1	.....	.....	.....	3	.....	.....	.....	1
$3 under $4	13	24.5	.....	.....	.....	.....	10	.....	2	.....	1
$4 and over	16	30.2	.....	.....	.....	.....	13	.....	3	.....	.....
$4 under $5	14	26.4	.....	.....	.....	.....	11	.....	3	.....	.....
$5 under $6	2	3.8	.....	.....	.....	.....	2	.....	.....	.....	.....
$6 and over	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Other	10	18.9	3	.....	1	.....	3	.....	.....	.....	3
Worked 1 day a week only	3	5.7	2	.....	.....	.....	.....	.....	.....	.....	1
No cash wage or only part cash	7	13.2	1	.....	1	.....	3	.....	.....	.....	2
Not reported	2	3.8	.....	.....	.....	.....	1	.....	.....	.....	1

[1] Not shown where base is less than 50.

TABLE 75.—*Employment before leaving school, by reason for leaving school and sex; children interviewed.*

Reason for leaving school and sex of child.	All children.	Children who, before leaving school— Worked.		Did not work.	
		Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	324	39.4	499	60.6
Economic reasons	333	110	33.0	223	67.0
Other reasons	408	167	40.9	241	59.1
Reasons not reported	82	47	57.3	35	42.7
Boys	477	280	58.7	197	41.3
Economic reasons	165	96	58.2	69	41.8
Other reasons	262	151	57.6	111	42.4
Reasons not reported	50	33	66.0	17	34.0
Girls	346	44	12.7	302	87.3
Economic reasons	168	14	8.3	154	91.7
Other reasons	146	16	11.0	130	89.0
Reasons not reported	32	14	.....	18	.....

[1] Not shown where base is less than 50.

SCHOOLTIME LOST.

The children who worked before leaving school, although a larger proportion of them than of those who did not work before leaving took their first regular positions during school term, were somewhat more likely to go straight from school to work without losing any important amount of schooltime in the transfer. Table 76 shows that 75.3 per cent of the children who worked, as compared with only 71.3 per cent of those who did not work, took their first regular positions during the school year. In spite of this only 26.9 per cent of the former group, as compared with 34.3 per cent of the latter, had intervals of one week or more of schooltime between leaving school and taking their first regular positions. Moreover, only 9.6 per cent of the children who had worked, as compared with 18.4 per cent of those who had not worked, lost one month or more of schooling at this time.

This difference shows itself chiefly among the girls who had not worked, a larger proportion of whom than of the boys had intervals—in many cases long intervals—between their school and their working lives. Of the boys alone very nearly the same proportion of those who had worked as of those who had not worked—27.1 per cent as compared with 28.4 per cent—lost one week or more of schooltime; but 9.7 per cent of those who had worked and 13.6 per

cent of those who had not worked lost one month or more of schooltime between leaving school and going to work.

TABLE 76.—*Amount of schooltime lost, by employment before leaving school and sex; children interviewed.*

Interval between leaving school and going to work and sex.	Children who, before leaving school—			
	Worked.		Did not work.	
	Number.	Per cent distribution.[1]	Number.	Per cent distribution.
All children	324	100.0	499	100.0
Interval during school term	244	75.3	[2] 356	71.3
None or less than 1 week (interval wholly or partly during school term)	157	48.5	184	36.9
1 week or more	87	26.9	171	34.3
1 week, under 1 month	56	17.3	79	15.8
1 month, under 3 months	21	6.5	56	11.2
3 months, under 6 months	9	2.8	19	3.8
6 months or over	1	.3	17	3.4
Interval entirely during vacation	80	24.7	143	28.7
Boys	280	100.0	197	100.0
Interval during school term	213	76.1	[2] 142	72.1
None or less than 1 week (interval wholly or partly during school term)	137	48.9	85	43.1
1 week or more	76	27.1	56	28.4
1 week, under 1 month	49	17.5	29	14.7
1 month, under 3 months	19	6.8	19	9.6
3 months, under 6 months	7	2.5	3	1.5
6 months or over	1	.4	5	2.5
Interval entirely during vacation	67	23.9	55	27.9
Girls	44	100.0	302	100.0
Interval during school term	31	.....	214	70.9
None or less than 1 week (interval wholly or partly during school term)	20	.....	99	32.8
1 week or more	11	.....	115	38.1
1 week, under 1 month	7	.....	50	16.6
1 month, under 3 months	2	.....	37	12.3
3 months, under 6 months	2	.....	16	5.3
6 months or over	.....	.....	12	4.0
Interval entirely during vacation	13	.....	88	29.1

[1] Not shown where base is less than 50.
[2] Including one boy for whom amount of schooltime lost was not reported.

GRADE COMPLETED AND RETARDATION.

On the subject of the grade the child had completed when he left school for work, information is available not only for the interviewed children, but also for all the children who took out certificates for regular or for vacation work. In Table 77 the vacation and regular workers of the Boston certificate group and the children of the interviewed group who worked and who did not work before leaving school are compared as to this point.

TABLE 77.—*Grade completed and sex; comparison of vacation and regular workers issued certificates in Boston and regular workers interviewed who worked and did not work before leaving school.*

Grade completed or kind of school last attended and sex of child.	Children issued certificates in Boston, who, before becoming 16, worked—				Children interviewed who left school to work before becoming 16, and who, before leaving school[1]—			
	During vacation or out of school hours.		Regularly.		Worked.		Did not work.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.[2]	Number.	Per cent distribution.[2]
Both sexes	857	100.0	3,544	100.0	324	100.0	499	100.0
Elementary grades	415	48.4	2,907	82.0	294	90.7	[3] 454	91.0
Fourth grade	13	1.5	153	4.3	12	3.7	24	4.8
Fifth grade	26	3.0	304	8.6	50	15.4	41	8.2
Sixth grade	56	6.5	592	16.7	56	17.3	104	20.8
Seventh grade	93	10.9	528	14.9	55	17.0	92	18.4
Eighth grade	214	25.0	1,267	35.8	121	37.3	192	38.5
Prevocational	9	1.1	41	1.2	.....	.....	.....	.....
Special	4	.5	22	.6	.....	.....	.....	.....
High school grades	411	48.0	488	13.8	29	9.0	36	7.2
First year	216	25.2	379	10.7	27	8.3	34	6.8
Second year	143	16.7	103	2.9	2	.6	2	.4
Third and fourth years	52	6.1	6	.2	.....	.....	.....	.....
Vocational schools	22	2.6	111	3.1	.....	.....	.....	.....
Disciplinary schools	1	.1	11	.3	.....	.....	.....	.....
Other schools	4	.5	21	.6	.....	.....	.....	.....
Not reported	4	.5	6	.2	1	.3	9	1.8
Boys	519	100.0	2,114	100.0	280	100.0	197	100.0
Elementary grades	243	46.8	1,712	81.0	256	91.4	169	85.8
Fourth grade	4	.8	82	3.9	9	3.2	6	3.0
Fifth grade	15	2.9	178	8.4	43	15.4	10	5.1
Sixth grade	33	6.4	347	16.4	48	17.1	43	21.8
Seventh grade	60	11.6	326	15.4	48	17.1	36	18.3
Eighth grade	125	24.1	730	34.5	108	38.6	74	37.6
Prevocational	5	1.0	40	1.9	.....	.....	.....	.....
Special	1	.2	9	.4	.....	.....	.....	.....
High school grades	260	50.1	343	16.2	23	8.2	22	11.2
First year	139	26.8	264	12.5	22	7.9	20	10.2
Second year	92	17.7	74	3.5	1	.4	2	1.0
Third and fourth years	29	5.6	5	.2	.....	.....	.....	.....
Vocational schools	9	1.7	27	1.3	.....	.....	.....	.....
Disciplinary schools	1	.2	11	.5	.....	.....	.....	.....
Other schools	2	.4	16	.8	.....	.....	.....	.....
Not reported	4	.8	5	.2	1	.4	6	3.0
Girls	338	100.0	1,430	100.0	44	100.0	302	100.0
Elementary grades	172	50.9	1,195	83.6	38	.....	[3] 285	94.4
Fourth grade	9	2.7	71	5.0	3	.....	18	6.0
Fifth grade	11	3.3	126	8.8	7	.....	31	10.3
Sixth grade	23	6.8	245	17.1	8	.....	61	20.2
Seventh grade	33	9.8	202	14.1	7	.....	56	18.5
Eighth grade	89	26.3	537	37.6	13	.....	118	39.1
Prevocational	4	1.2	1	.1	.....	.....	.....	.....
Special	3	.9	13	.9	.....	.....	.....	.....
High school grades	151	44.7	145	10.1	6	.....	14	4.6
First year	77	22.8	115	8.0	5	.....	14	4.6
Second year	51	15.1	29	2.0	1	.....	.....	.....
Third and fourth years	23	6.8	1	.1	.....	.....	.....	.....
Vocational schools	13	3.8	84	5.9	.....	.....	.....	.....
Other schools	2	.6	5	.3	.....	.....	.....	.....
Not reported	.....	.....	1	.1	.....	.....	3	1.0

[1] Prevocational, special, vocational, disciplinary, and other schools are not separately entered for the children interviewed.
[2] Not shown where base is less than 50.
[3] Including 1 girl under the fourth grade.

Of the children who took out certificates before their sixteenth birthdays for work only during vacation or out of school hours, a much larger proportion had completed high-school grades than of those who took out certificates for regular work. Of the vacation workers nearly half, 48 per cent, but of the regular workers little over one-eighth, 13.8 per cent, came from the high schools. One-fourth, 25.2 per cent, of the vacation workers as compared with one-tenth, 10.7 per cent, of the regular workers, came from the first year of high school; 16.7 per cent as compared with 2.9 per cent of the regular workers, came from the second year; and 6.1 per cent, as compared with 0.2 per cent of the regular workers, had completed the third or fourth years. Children who had completed the eighth or a higher grade constituted nearly three-fourths, 73 per cent, of the vacation workers and only about one-half, 49.6 per cent, of the regular workers.

A larger proportion of both the boys and girls who were vacation workers than of those who were regular workers came from high schools or had completed the grammar school course. In both groups, however, a smaller proportion of the girls than of the boys came from these higher grades. Of the girls who worked only during vacation or outside school hours 71 per cent, as compared with 74.2 per cent of the boys, had completed the eighth grade or one or more years of high-school work. But of the girls who took out certificates for regular positions only 47.7 per cent, and of the boys 50.7 per cent, were thus far advanced in their school work.

These differences in school standing do not necessarily indicate, however, that the vacation workers actually were farther advanced for their ages than were the regular workers. Not only did a smaller proportion of the vacation workers come from the nativity groups—the foreign-born in general and notably the Italian—in which the proportion of children from the lower grades was particularly high, but the vacation workers, as already shown,[66] were on an average considerably older than the regular workers, half of them being over 15½ years of age when they took out their first certificates. This fact alone might appear to account for all the differences in grades completed between the two groups.

That these differences in age do not, by any means, however, account for the differences in grade completed is shown in Table 78, for there it appears that not far from one-third, 31.7 per cent, of all the children who before their sixteenth birthdays worked only during vacation or out of school hours, as compared with less than one-tenth, 9.4 per cent, of those who took regular positions, had completed higher grades than normal for their ages. It should be noted that for more than one in ten, 10.9 per cent, of regular workers but for little more

[66] See Table 67, p. 153.

than one in a hundred, 1.1 per cent, of vacation workers the school only and not the grade attained was reported, so that the degree of retardation could not be accurately measured. But even if all the children for whom the exact grade was not reported had come from higher grades than normal for their ages, the children who worked only during vacation or out of school hours would still have had a decided advantage in the matter of advancement in school. Moreover, only one-sixth, 16.6 per cent, of these vacation workers, as compared with not far from one-third, 31.5 per cent, of the regular workers, were retarded. Although the differences between the sexes were slight, a somewhat larger proportion of the girls than of the boys who worked only during vacation or out of school hours were retarded.

TABLE 78.—*Retardation and sex; comparison of vacation and regular workers issued certificates in Boston and regular workers interviewed who worked and did not work before leaving school.*

Retardation and sex.	Children issued certificates in Boston, who, before becoming 16, worked—				Children interviewed who left school to work before becoming 16, and who, before leaving school—			
	During vacation or out of school hours only.		Regularly.		Worked.		Did not work.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.[1]	Number.	Per cent distribution.
All children	857	100.0	3,544	100.0	324	100.0	499	100.0
Having completed:								
A higher grade than normal	272	31.7	334	9.4	43	13.3	93	18.6
A normal grade	434	50.6	1,706	48.1	163	50.3	246	49.3
A lower grade than normal	142	16.6	1,117	31.5	117	36.1	150	30.1
One or two grades lower than normal	112	13.1	905	25.5	105	32.4	128	25.7
Three or more grades lower than normal	30	3.5	212	6.0	12	3.7	22	4.4
Not reported[2]	9	1.1	387	10.9	1	.3	10	2.0
Boys	519	100.0	2,111	100.0	280	100.0	197	100.0
Having completed:								
A higher grade than normal	167	32.2	208	9.8	41	14.6	41	20.8
A normal grade	262	50.5	967	45.7	141	50.4	97	49.2
A lower grade than normal	83	16.0	663	31.4	97	34.6	52	26.4
One or two grades lower than normal	69	13.3	548	25.9	88	31.4	47	23.9
Three or more grades lower than normal	14	2.7	115	5.4	9	3.2	5	2.5
Not reported[2]	7	1.3	276	13.1	1	.4	7	3.6
Girls	338	100.0	1,430	100.0	44	100.0	302	100.0
Having completed:								
A higher grade than normal	105	31.1	126	8.8	2	.....	52	17.2
A normal grade	172	50.9	739	51.7	22	.....	149	49.3
A lower grade than normal	59	17.5	454	31.7	20	.....	98	32.5
One or two grades lower than normal	43	12.7	357	25.0	17	.....	81	26.8
Three or more grades lower than normal	16	4.7	97	6.8	3	.....	17	5.6
Not reported[2]	2	.6	111	7.8	.....	.....	3	1.0

[1] Not shown where base is less than 50.
[2] "Not reported" means that the children came from disciplinary, prevocational, and other special schools and that on the records only the school attended, and not the grade completed, was given.

The differences between these two groups of children in grade completed shown in Table 77 must therefore be due to an actual tendency. The fact that the group of vacation workers includes a smaller proportion of foreign born, and especially of Italian children, who tend more frequently than native children to be retarded, can not alter the conclusion that the children who worked only during vacation and out of school hours tended much more frequently than did those who left school for work before their sixteenth birthdays to come from higher grades than normal for their ages. Conversely, it can not alter the conclusion that the regular workers tended much more frequently than the vacation workers to be retarded in their school work.

The children who were interviewed, whether or not they had worked before leaving school, had all left school for work before they became 16 and most of them soon after becoming 14 years of age. These children, therefore, were all regular workers, and consequently in their school advancement they did not differ greatly from the entire group of children who took regular positions before their sixteenth birthdays except that, as they were on an average younger, fewer of them came from high school.

The vacation work reported by these children, moreover, was in the great majority of cases begun, if not completed, before they became 14 years of age, and generally without taking out employment certificates. The vacation workers of the schedule series constituted, therefore, a group of children who not only had definitely entered the industrial world before their sixteenth birthdays—most of them soon after their fourteenth birthdays—but had been irregularly employed out of school hours before they definitely entered, and the great majority of them before they were of legal age definitely to enter the ranks of industrial workers.

From Table 77, relating to grade completed, it is hardly possible to show that work before leaving school had any definite effect on the school standing of the children who took regular positions before they were 16 years of age. Nearly one-fifth, 19.1 per cent, of those who had worked, as compared with little more than one-eighth, 13 per cent, of those who had not worked, came from the fourth or fifth grades. But on the other hand, 9 per cent of those who had worked, as compared with only 7.2 per cent of those who had not worked, had completed one or more years in high-school study. This difference, however, might be entirely accounted for by the smaller proportion of foreign born, and especially Italian children, in the group of vacation workers. That it is at least in part so accounted for appears to be shown by the fact that it occurred entirely among the girls, who were on an average older than the boys when they left school for work, and among whom were an abnormally large proportion of Italians, who tend normally, as already indicated, to leave school for work as soon as they can

secure certificates rather than to work before leaving school. Among the boys, in fact, a smaller proportion of those who had worked than of those who had not worked came from high-school grades.

When Table 78 is considered, however, it appears definitely that a larger proportion of the interviewed children who had worked than of those who had not worked before leaving school came from lower grades and a smaller proportion from higher grades than normal for their ages.[67] Of the children who had worked, 36.1 per cent and of those who had not worked only 30.1 per cent were retarded. On the other hand, of the children who had worked only 13.3 per cent, but of those who had not worked 18.6 per cent, had completed when they left school higher grades than normal for their ages. Upon the whole, the kind of work done before leaving school by the children who were interviewed appears to have had a disastrous effect on their school standing.

Much of this work, and that which was apparently the most harmful, was at least begun during school term. Among the children who had worked before leaving school a decidedly larger proportion, according to Table 79, of those whose first school positions were for work during school term and at no other time had completed only the sixth or a lower grade than of those whose first positions were of any other kind. Not far from one-half, 46 per cent, of the children of the former group had not completed any grade higher than the sixth. Moreover, the proportion of children from the sixth or a lower grade whose first school positions were for work during both school term and vacation was higher than that of children whose first positions were for work during vacation only—31.1 per cent as compared with 26.8 per cent. A much larger proportion of the children whose first school positions were held during vacation only than of any other group came from high school, 14.1 per cent as compared with 8.3 per cent of those who had worked during both vacation and school term, and with 7.1 per cent of those who had worked only during school term. These figures relate, of course, only to first school positions, but since two-thirds of these children held only one such position the conclusion to which they point is probably not affected by this fact. Evidently for some reason the children whose first positions were held during school term were more likely than those whose first positions were held only during vacation to have completed only the sixth or a lower grade when they finally left school. Most of these children doubtless were retarded.

[67] As explained on p. 127, the difference between the certificate and schedule groups in the proportions of children from higher grades than normal can not be considered of any special significance because it is probably caused, in part at least, by the large proportion in the certificate group for whom only the school and not the grade was reported and for whom, therefore, retardation could not be determined, i. e , was "not reported."

TABLE 79.—*Grade completed, by kind of first school position, and sex; interviewed children who worked before leaving school.*

Kind of first school position and sex of child.	All children.	Children who on leaving school had completed specified grade.					
		Sixth or lower.		Seventh or eighth.		High school I or II.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	[2] 324	118	36.4	176	54.3	29	9.0
Vacation only	[2] 71	19	26.8	41	57.7	10	14.1
Vacation and school term	132	41	31.1	80	60.6	11	8.3
Out of school hours	129	41	31.8	79	61.2	9	7.0
During school hours	3			1		2	
School term	113	52	46.0	53	46.9	8	7.1
Saturday only	36	20		14		2	
Before and after school	20	9		8		3	
Saturday and before and after school	54	23	42.6	28	51.9	3	5.6
During school hours	3			3			
Not reported	8	6		2			
Boys	[2] 280	100	35.7	156	55.7	23	8.2
Vacation only	[2] 41	7		27		6	
Vacation and school term	128	39	30.5	79	61.7	10	7.8
Out of school hours	126	39	31.0	78	61.9	9	7.1
During school hours	2			1		1	
School term	105	50	47.6	48	45.7	7	6.7
Saturday only	35	20		14		1	
Before and after school	18	8		7		3	
Saturday and before and after school	52	22	42.3	27	51.9	3	5.8
Not reported	6	4		2			
Girls	44	18		20		6	
Vacation only	30	12		14		4	
Vacation and school term	4	2		1		1	
Out of school hours	3	2		1			
During school hours	1					1	
School term	8	2		5		1	
Saturday only	1					1	
Before and after school	2	1		1			
Saturday and before and after school	2	1		1			
During school hours	3			3			
Not reported	2	2					

[1] Not shown where base is less than 50.
[2] Including one boy whose grade was not reported.

That work during school term tends distinctly to cause a child to fall behind in his school work is even more clearly indicated by the figures in Table 80 than by those in Table 79. For in Table 80 each child's actual age at leaving school is compared with the grade which he had completed at that time. Of the children whose first positions were held only during school term 45.1 per cent were retarded, as compared with 31.1 per cent of those whose first positions were held during both school term and vacation and with 28.2 per cent of those whose first positions were held during vacation only. On the other hand, of the children whose first positions were solely during vacation a larger proportion than of any other group were from normal grades, and of those whose first positions were during both vacation and school term a larger proportion had completed higher grades than normal for their ages.

TABLE 80.—*Retardation, by kind of position first held before leaving school, and sex; interviewed children who worked before leaving school.*

Kind of first school position and sex.	All children.	Children who, on leaving school, had completed for their ages—									
		A higher grade than normal.		A normal grade.		A lower grade than normal.					
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	[2] 324	43	13.3	163	50.3	117	36.1	105	32.4	12	3.7
Vacation only	[2] 71	9	12.7	41	57.7	20	28.2	17	23.9	3	4.2
Vacation and school term	132	23	17.4	68	51.5	41	31.1	37	28.0	4	3.0
Out of school hours	129	22	17.1	66	51.2	41	31.8	37	28.7	4	3.1
During school hours	3	1	.....	2	.....	.....	.....	.....	.....	.....	.....
School term	113	10	8.8	52	46.0	51	45.1	47	41.6	4	3.5
Saturday only	36	3	.....	14	.....	19	.....	19	.....	.....	.....
Before and after school	20	3	.....	8	.....	9	.....	8	.....	1	.....
Saturday and before and after school	54	4	7.4	29	53.7	21	38.9	18	33.3	3	5.6
During school hours	3	.....	.....	1	.....	2	.....	2	.....	.....	.....
Not reported	8	1	.....	2	.....	5	.....	4	.....	1	.....
Boys	[2] 280	41	14.6	141	50.4	97	34.6	88	31.4	9	3.2
Vacation only	[2] 41	8	.....	24	.....	8	.....	8	.....	.....	.....
Vacation and school term	128	23	18.0	66	51.6	39	30.5	35	27.3	4	3.1
Out of school hours	126	22	17.5	65	51.6	39	31.0	35	27.8	4	3.2
During school hours	2	1	.....	1	.....	.....	.....	.....	.....	.....	.....
School term	105	9	8.6	49	46.7	47	44.8	43	41.0	4	3.8
Saturday only	35	2	.....	14	.....	19	.....	19	.....	.....	.....
Before and after school	18	3	.....	7	.....	8	.....	7	.....	1	.....
Saturday and before and after school	52	4	7.7	28	53.8	20	38.5	17	32.7	3	5.8
Not reported	6	1	.....	2	.....	3	.....	2	.....	1	.....
Girls	44	2	.....	22	.....	20	.....	17	.....	3	.....
Vacation only	30	1	.....	17	.....	12	.....	9	.....	3	.....
Vacation and school term	4	.....	.....	2	.....	2	.....	2	.....	.....	.....
Out of school hours	3	.....	.....	1	.....	2	.....	2	.....	.....	.....
During school hours	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
School term	8	1	.....	3	.....	4	.....	4	.....	.....	.....
Saturday only	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Before and after school	2	.....	.....	1	.....	1	.....	1	.....	.....	.....
Saturday and before and after school	2	.....	.....	1	.....	1	.....	1	.....	.....	.....
During school hours	3	.....	.....	1	.....	2	.....	2	.....	.....	.....
Not reported	2	.....	.....	.....	.....	2	.....	2	.....	.....	.....

[1] Not shown where base is less than 50.
[2] Including one boy, whose age on leaving school was not reported.

INDUSTRIAL HISTORIES.

When a child has finally left school to go to work he has started upon a real industrial career the first phase of which ends upon his sixteenth birthday when the restrictions of the law are in large part removed. The occupations which he enters during this period will be considered later, but certain other general facts in regard to his industrial history are important. In the first place how does he secure his first and later positions? Is he guided upon the threshold of industrial life by the advice and assistance of officials of the school which he is leaving or of the department which enforces the child-labor law under the authority of which he is placing himself? Or is he left without guidance from any public source?

It is also important to know how many positions he holds during this period, during what proportion of the time he is unemployed, what wages he receives when he begins work and what wage increases he secures. From one point of view, however, his industrial success can best be measured by his average monthly earnings in all positions and through all periods of employment and unemployment. These average monthly earnings give an idea of the monetary value to himself or his family of the labor of a child under 16 years of age. Finally, it is very important, especially from the point of view of health, to know the hours which he works, and especially from the educational and industrial points of view, to know the reasons for his changes in positions.

METHODS OF SECURING POSITIONS.

The great majority of child workers in Boston appear to have secured their positions either independently or through friends or relatives. Table 81 shows that at least three-fourths of the children studied secured their first positions in one of these two ways. Of those for whom continuation school records were used the proportion was 76 per cent and of those who were interviewed it was 87.7 per cent. A smaller proportion of the interviewed children than of the continuation-school children, 38.4 per cent as compared with 40.2 per cent, secured their first positions independently, and a considerably larger proportion, 49.3 per cent as compared with 35.8 per cent, secured them through friends or relatives. The latter difference may be due in part to the fact that about one-tenth, 10.6 per cent, of the continuation-school children failed to report how they secured their first positions. But the smaller proportion of interviewed children who secured their first positions independently must show a real difference

between the two groups which is due, probably, to the fact that the interviewed children were on an average younger than the continuation-school children when they began work.

Little use appears to have been made of employment agencies or of schools or placement bureaus in securing first positions, and few children were offered positions. Only about one child in twenty, 5.4 per cent of the continuation-school group and 5.1 per cent of the schedule group, secured their first positions through a State or other employment agency or philanthropic organization. An even smaller proportion, 3.9 per cent of the continuation-school group and 1.7 per cent of the schedule group, were assisted by a school or a placement bureau. Of the continuation-school group 4 per cent and of the schedule group 4.6 per cent were offered employment.

TABLE 81.—*Method of securing first position, by sex; comparison of children interviewed with children in Boston continuation school.*

Method of securing first position.	Children in Boston continuation school.						Children interviewed (Boston).					
	Both sexes.		Boys.		Girls.		Both sexes.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Total	3,399	100.0	2,026	100.0	1,373	100.0	823	100.0	477	100.0	346	100.0
Position secured through—Friend or relative	1,217	35.8	738	36.4	479	34.9	406	49.3	212	44.4	194	56.1
Friend	555	16.3	325	16.0	230	16.8	183	22.2	84	17.6	99	28.6
Relative	547	16.1	330	16.3	217	15.8	160	19.4	83	17.4	77	22.3
Employer is relative	115	3.4	83	4.1	32	2.3	63	7.7	45	9.4	18	5.2
Independently secured	1,367	40.2	735	36.3	632	46.0	316	38.4	186	39.0	130	37.6
Applied personally	1,296	38.1	698	34.5	598	43.6	234	28.4	140	29.4	94	27.2
Answered advertisement	65	1.9	31	1.5	34	2.5	44	5.3	16	3.4	28	8.1
Worked there before	6	.2	6	.3	.....	.....	38	4.6	30	6.3	8	2.3
Employment offered	136	4.0	104	5.1	32	2.3	38	4.6	31	6.5	7	2.0
Employment agency, etc	184	5.4	171	8.4	13	.9	42	5.1	37	7.8	5	1.4
State employment office	31	.9	27	1.3	4	.3	.....	.....	.....	.....	.....	.....
Private employment agency	138	4.1	132	6.5	6	.4	38	4.6	34	7.1	4	1.2
Philanthropic organization	15	.4	12	.6	3	.2	4	.5	3	.6	1	.3
School, or placement bureau	132	3.9	75	3.7	57	4.2	14	1.7	6	1.3	8	2.3
Day school	71	2.1	42	2.1	29	2.1	3	.4	1	.2	2	.6
Continuation school	7	.2	2	.1	5	.4	1	.1	.....	.....	1	.3
Placement bureau	54	1.6	31	1.5	23	1.7	10	1.2	5	1.0	5	1.4
Other methods	3	.1	3	.1	.....	.....	.....	.....	.....	.....	.....	.....
Method not reported	360	10.6	200	9.9	160	11.7	7	.9	5	1.0	2	.6

Each public school in Boston had at the time of this study a vocational counselor whose function was, not to secure positions, but to furnish advice to children who were leaving school for work. These counselors, who were usually teachers in the upper grades giving only part time to this work, also sometimes placed children in positions which they considered comparatively desirable. Special types of schools such as disciplinary, prevocational and vocational, frequently secured positions for their pupils. That day schools in general were more likely, however, to secure positions for, and probably also to be consulted by, the older children than the younger ones appears to be indicated by the fact that they secured first positions for 2.1 per cent of the continuation-school children but for only 0.4 per cent of the interviewed children. Evidently, as would be expected, their influence over the actual placement of children in industry was slight.

An agency especially designed for the placement of children existed, however, in the placement bureau which had an office adjoining the Boston certificate office. The work of this bureau was mainly among high-school graduates and children over 16 years of age who were applying for educational certificates. That it had comparatively little to do with securing positions for the children included in this study is shown by the fact that it placed in their first positions only 1.6 per cent of the children for whom continuation-school records were used, 54 children out of 3,399. The State employment office secured first positions for only 31 of these children, 27 of them boys.

Less than one-tenth, 9.3 per cent, of the continuation-school children and an even smaller proportion, 6.8 per cent, of the interviewed children secured their first positions through any sort of agency or bureau organized for the purpose of securing employment. Of those who did make use of such an agency, more than half, 4.1 per cent of the continuation-school children and 4.6 per cent of the interviewed children, were placed by private employment agencies. Most of the children placed by these agencies, as well as of those placed by the State employment office, were boys.

In the continuation-school group a larger proportion of girls than of boys secured their positions independently, 46 per cent as compared with 36.3 per cent, but in the group of children interviewed the tendency of the two sexes was exactly reversed and a somewhat larger proportion of boys secured their positions independently. On the other hand, in the continuation-school group a smaller proportion of girls than of boys, 34.9 per cent as compared with 36.4 per cent, secured their first positions through friends or relatives, and this also was reversed among the interviewed children. In the latter group 56.1 per cent of the girls and 44.4 per cent of the boys were

assisted by friends or relatives. In general it appears that the girls were even more likely than the boys to apply personally for positions, but that there was more difference in timidity between the younger and older girls than between the younger and older boys.

TABLE 82.—*Method of securing first and second positions, by sex; children in Boston continuation school who held two or more positions.*

Method of securing position.	Children who held two or more positions.											
	Both sexes.				Boys.				Girls.			
	First position.		Second position.		First position.		Second position.		First position.		Second position.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Total	1,908	100.0	1,908	100.0	1,101	100.0	1,101	100.0	807	100.0	807	100.0
Position secured through—Friend or relative	567	29.7	507	26.6	338	30.7	287	26.1	229	28.4	220	27.3
Friend	248	13.0	288	15.1	148	13.4	155	14.1	100	12.4	133	16.5
Relative	271	14.2	194	10.2	161	14.6	111	10.1	110	13.6	83	10.3
Employer relative	48	2.5	25	1.3	29	2.6	21	1.9	19	2.4	4	.5
Independently secured	793	41.6	882	46.2	416	37.8	467	42.4	377	46.7	415	51.4
Applied personally	747	39.2	832	43.6	392	35.6	446	40.5	355	44.0	386	47.8
Answered advertisement	41	2.1	48	2.5	19	1.7	19	1.7	22	2.7	29	3.6
Worked there before	5	.3	2	.1	5	.5	2	.2	.....	.....	.....	.....
Employment offered	82	4.3	67	3.5	61	5.5	42	3.8	21	2.6	25	3.1
Employment agency, school, placement bureau, etc.	155	8.1	292	15.3	116	10.5	203	18.4	39	4.8	89	11.0
State employment office	14	.7	32	1.7	12	1.1	26	2.4	2	.2	6	.7
Private employment agency	61	3.2	80	4.2	61	5.5	71	6.4	.....	.....	9	1.1
Philanthropic organization	5	.3	5	.3	3	.3	4	.4	2	.2	1	.1
Day school	44	2.3	47	2.5	28	2.5	32	2.9	16	2.0	15	1.9
Continuation school	3	.2	84	4.4	1	.1	42	3.8	2	.2	42	5.2
Placement bureau	28	1.5	44	2.3	11	1.0	28	2.5	17	2.1	16	2.0
Method not reported	311	16.3	160	8.4	170	15.4	102	9.3	141	17.5	58	7.2

A larger proportion of the children secured their second positions independently than their first[67a] and a smaller proportion secured their second positions through relatives. Table 82 shows that of the continuation-school children who held more than one position 46.2 per cent secured their second positions independently, as compared with only 41.6 per cent who secured their first positions in this way. Although a slightly larger proportion secured their second positions

[67a] Based on total cases. If not reported cases are equally divided among the different positions, then the proportion securing their second positions independently was about the same as the proportion securing their first positions independently.

by answering advertisements, the difference was due almost entirely to the larger proportion who applied personally, 43.6 per cent as compared with 39.2 per cent. This table also shows that only 26.6 per cent of the second positions, as compared with 29.7 per cent of the first positions, were secured through relatives and friends. Here the difference was due entirely to the smaller proportion of cases in which the second position was secured through a relative or in which the second employer was a relative. Only 10.2 per cent of the children who held more than one position secured their second positions through relatives, as compared with a percentage of 14.2 for their first positions. And only 25, or 1.3 per cent of these children, worked for relatives in their second positions, as compared with 48, or 2.5 per cent, in their first positions.[68] On the other hand, a larger proportion, 15.1 per cent, as compared with 13 per cent, secured their second positions through friends. Both the boys and the girls showed this greater tendency to secure their second than their first positions through friends or by personal application.

With the background of experience secured in their first positions many children evidently had greater confidence and initiative, which led them to branch out for themselves and secure their second positions by personal application. In this they were doubtless often assisted by information secured through all sorts of channels opened up to them through their previous work, including their new associates. The influence of these new associates is shown also in the number of children who secured their second positions through friends instead of relatives. Many children who secured their positions by personal application doubtless heard of the vacancies through associates.

These children showed a decidedly greater tendency to make use of agencies and bureaus designed for placement in securing their second than they had in securing their first positions. Nearly twice as many of them, 292, or 15.3 per cent, as compared with 155, or 8.1 per cent, secured their second positions through employment agencies or schools or placement bureaus. A larger proportion used each different type of such agency, except the philanthropic organization, for second than for first positions; even the day school secured more second than first positions for children who held more than one. The placement bureau, which found first positions for only 28, or 1.5 per cent of these children, found second positions for 44, or 2.3 per cent of them.

The greatest difference was found, as was natural, in the use made of the placement facilities of the continuation school. Voca-

[68] In all the regular positions held by the children interviewed the employers were parents or relatives in 84 cases involving 78 children, 58 boys and 20 girls.

tional guidance or vocational counseling was a prominent feature of the work of the continuation school and, although this function did not include specifically the placement of children, it naturally led to such placement, especially as the teachers' visits to the establishments where children were at work began to make employers realize the aid which the schools could give them. Employers at the time of this study were gradually learning to send to the continuation school for boys and girls, especially to fill positions requiring some technical or vocational training. Before securing their first positions children, as a rule, had no contact with the continuation school, since they were enrolled only after they had brought their promises of employment and secured their first certificates. Only three of them, or 0.2 per cent, therefore, secured their first positions through the continuation school, as compared with 84, or 4.4 per cent, who secured their second positions through this agency. This latter proportion, moreover, must not be considered typical of the work of the continuation school in this respect as it represents only such placement as could be carried on during the early history of the school when the energies of its staff were occupied mainly in the pioneer task of organization and no systematic placement work had been developed.

A larger proportion of the foreign born than of the native children included in the continuation school group, according to Table 83, secured their first positions independently or through relatives or were employed by relatives, and a smaller proportion made use of employment agencies, schools, or placement bureaus. Of the foreign-born children 43 per cent, as compared with 39.6 per cent of the native children, secured their positions independently; 17.1 per cent, as compared with 15.9 per cent of the native children, secured their positions through relatives; and 5.8 per cent, as compared with 2.8 per cent of the native children, were employed by relatives. On the other hand not much more than 1 in 20, 6.4 per cent, of the foreign-born children, but 1 in 10, 10 per cent, of the native children secured their first positions through employment agencies, schools, or placement bureaus.

In regard to methods of securing first positions the general tendency of foreign-born children who had been in the United States for 10 years or more was most like, and that of those who had been here for less than 5 years differed most from, that of native children. Practically one-half, 49.7 per cent, of the children who had been in this country less than 5 years secured their first positions independently; over one-fifth, 21.6 per cent, secured their first positions through relatives; less than one-tenth, 9.8 per cent, through friends; and only 1 in 50,

2 per cent, through employment agencies, schools, or placement bureaus. A larger proportion of the foreign-born children who had been here from 5 to 10 years, 7.1 per cent, than of any other group were first employed by their relatives.

TABLE 83.—*Method of securing first position, by nativity and length of residence in the United States; children in Boston continuation school.*

Method of securing first position.	Children in Boston continuation school.											
	Native.		Foreign born.									
			Total.		Living in United States specified number of years.							
					Under 5.		5 under 10.		10 years and over.		Not reported.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Total	2,761	100.0	637	100.0	153	100.0	224	100.0	203	100.0	57	100.0
Positions secured through—Friend or relative	990	35.9	227	35.6	55	35.9	79	35.3	80	39.4	13	22.8
Friend	474	17.2	81	12.7	15	9.8	28	12.5	34	16.7	4	7.0
Relative	438	15.9	109	17.1	33	21.6	35	15.6	33	16.3	8	14.0
Employer relative	78	2.8	37	5.8	7	4.6	16	7.1	13	6.4	1	1.8
Independently secured	1,092	39.6	274	43.0	76	49.7	96	42.9	84	41.4	18	31.6
Applied personally	1,035	37.5	260	40.8	68	44.4	94	42.0	80	39.4	18	31.6
Answered advertisement	51	1.8	14	2.2	8	5.2	2	.9	4	2.0	.....	.....
Worked there before	6	.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Employment offered	119	4.3	17	2.7	5	3.3	4	1.8	7	3.4	1	1.8
Employment agency, school, placement bureau, etc.	275	10.0	41	6.4	3	2.0	18	8.0	14	6.9	6	10.5
State employment office	28	1.0	3	.5	.....	.....	1	.4	2	1.0	.....	.....
Private employment agency	121	4.4	17	2.7	1	.7	7	3.1	6	3.0	3	5.3
Philanthropic organization	14	.5	1	.2	.....	.....	1	.4	.....	.....	.....	.....
Day school	62	2.2	9	1.4	.....	.....	6	2.7	3	1.5	.....	.....
Continuation school	5	.2	2	.3	.....	.....	2	.9	.....	.....	.....	.....
Placement bureau	45	1.6	9	1.4	2	1.3	1	.4	3	1.5	3	5.3
All other methods	3	.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Method not reported	282	10.2	78	12.2	14	9.2	27	12.1	18	8.9	19	33.3

A much larger proportion of children who had completed a year or more of high school work than of any other group, as appears in Table 84, secured their first positions through employment agencies, schools, or placement bureaus. Not far from one-fifth, 18 per cent, of the children from high schools made use of these agencies, most of them securing their positions either through private employment agencies,

TABLE 84.—*Method of securing first position, by grade completed children in Boston continuation school.*

Method of securing first position.	Children, before taking out first certificate, attending—													
	Elementary school: Grade completed.										High school.		All other schools.[1]	
	Fourth.		Fifth.		Sixth.		Seventh.		Eighth.					
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All children	148	100.0	291	100.0	566	100.0	504	100.0	1,219	100.0	467	100.0	198	100.0
Positions secured through—														
Friend or relative	61	41.2	103	35.4	198	35.0	178	35.3	448	36.8	168	36.0	59	29.8
Friend	20	13.5	40	13.7	76	13.4	82	16.3	224	18.4	83	17.8	28	14.1
Relative	34	23.0	50	17.2	92	16.3	85	16.9	190	15.6	70	15.0	26	13.1
Employer relative	7	4.7	13	4.5	30	5.3	11	2.2	34	2.8	15	3.2	5	2.5
Independently secured	56	37.8	121	41.6	238	42.0	211	41.9	495	40.6	169	36.2	75	37.9
Applied personally	52	35.1	115	39.5	222	39.2	197	39.1	477	39.1	157	33.6	74	37.4
Answered advertisement	4	2.7	5	1.7	15	2.7	12	2.4	16	1.3	12	2.6	1	.5
Worked there before			1	.3	1	.2	2	.4	2	.2				
Employment offered	5	3.4	18	6.2	21	3.7	27	5.4	40	3.3	15	3.2	10	5.1
Employment agency, school, placement bureau, etc.	4	2.7	7	2.4	34	6.0	29	5.8	117	9.6	84	18.0	39	19.7
State employment office	1	.7			5	.9	3	.6	13	1.1	8	1.7	1	.5
Private employment agency	1	.7	4	1.4	14	2.5	16	3.2	59	4.8	37	7.9	6	3.0
Philanthropic organization	1	.7			4	.7			7	.6	2	.4		
Day school			1	.3	2	.4	2	.4	3	.2	32	6.9	31	15.7
Continuation school			1	.3	3	.5			2	.2	1	.2		
Placement bureau	1	.7	1	.3	6	1.1	8	1.6	33	2.7	4	.9	1	.5
All other methods							1	.2	1	.1	1	.2		
Method not reported	22	14.9	42	14.4	75	13.3	58	11.5	118	9.7	30	6.4	15	7.6

[1] Including special, disciplinary, prevocational, vocational, and other schools.

7.9 per cent, or through their own schools, 6.9 per cent. Nearly one-tenth, 9.6 per cent, of the eighth-grade graduates, but little more than one-twentieth, 5.8 per cent, of the seventh-grade graduates, only 6 per cent of the sixth-grade graduates, and much smaller proportions, 2.4 per cent and 2.7 per cent, respectively, of the fifth and fourth grade graduates, secured their first positions through such agencies. Few of the children from elementary as compared with those from high schools secured positions through their schools. This was probably due in part to a greater amount of attention to the placement of children in the high than in the elementary schools. It is difficult to determine whether this greater tendency of high-school pupils to use placement agencies, or whether the greater tendency previously noted of native children to use such agencies, is due to the comparatively large proportion of native children in the high schools.

A large proportion, 23 per cent, of the children who had completed only the fourth grade secured their first positions through relatives. This was due in part, though not wholly, to the inclusion in this group of a comparatively large number of foreign-born children who, as already seen, tended to secure their positions in this way. In part, the comparatively large proportion, 17.1 per cent, of the foreign-born children who secured positions in this way was due to the large proportion of these children who came from the lower grades in school. Children who had completed the fifth grade showed the next largest proportion, 17.2 per cent, who were placed by relatives.

In general the children from the fourth, fifth, and sixth were more likely than those from any higher grade to go to work for their relatives, and less likely to secure positions through friends. In addition to the fact that a larger proportion of them were foreign born these children from the lower grades would be less likely than those from higher grades to have friends who had preceded them in leaving school for work.

Table 85 shows that over two-fifths, 42.6 per cent, of the continuation-school children whose first employers were relatives were retarded, as compared with 31.4 per cent of the entire number. The girls whose employers were relatives were less frequently retarded than the boys, of whom 45.8 per cent had failed to attain normal grades. Only a little over one-fourth, 27.9 per cent, of the children who secured their first positions through friends were retarded, and on this point little difference was found between the sexes.

TABLE 85.—*Retardation, by method of securing first position, and sex; children in Boston continuation school.*

Method of securing first position and sex.	All children.	Children who, on leaving school, had completed, for their ages—											
		A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.[1]	
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
		Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]
Both sexes	3,399	325	9.6	1,622	47.7	1,063	31.4	861	25.3	205	6.0	386	11.4
Positions secured through—													
Friend or relative	1,217	117	9.6	589	48.4	381	31.3	305	25.1	76	6.2	130	10.7
Friend	555	58	10.5	286	51.5	155	27.9	128	23.1	27	4.9	56	10.1
Relative	547	51	9.3	251	45.9	177	32.4	133	24.3	44	8.0	68	12.4
Employer relative	115	8	7.0	52	45.2	49	42.6	44	38.3	5	4.3	6	5.2
Independently secured	1,367	113	8.3	679	49.7	454	33.2	362	26.5	92	6.7	121	8.9
Applied personally	1,296	106	8.2	648	50.0	425	32.8	341	26.3	84	6.5	117	9.0
Answered advertisement	65	7	10.8	28	43.1	27	41.5	20	30.8	7	10.8	3	4.6
Worked there before	6			3		2		1		1		1	
Employment offered	136	10	7.4	55	40.4	51	37.5	43	31.6	8	5.9	20	14.7
Employment agency, etc.	184	29	15.8	102	55.4	42	22.8	36	19.6	6	3.3	11	6.0
State employment office	31	6		16		8		7		1		1	
Private employment agency	138	21	15.2	79	57.2	29	21.0	25	18.1	4	2.9	9	6.5
Philanthropic organization	15	2		7		5		4		1		1	
School or placement bureau	132	11	8.3	62	47.0	22	16.7	19	14.4	3	2.3	37	28.0
Day school	71	3	4.2	23	32.4	10	14.1	8	11.3	2	2.8	35	49.3
Continuation school	7			4		3		3					
Placement bureau	54	8	14.8	35	64.8	9	16.7	8	14.8	1	1.9	2	3.7
All other methods	3			3									
Method not reported	360	45	12.5	132	36.7	116	32.2	96	26.7	20	5.6	67	18.6
Boys	2,026	202	10.0	917	45.3	632	31.2	522	25.8	110	5.4	275	13.6
Positions secured through—													
Friend or relative	738	78	10.6	339	45.9	228	30.9	184	24.9	44	6.0	93	12.6
Friend	325	41	12.6	155	47.7	91	28.0	75	23.1	16	4.9	38	11.7
Relative	330	32	9.7	150	45.5	99	30.0	76	23.0	23	7.0	49	14.8
Employer relative	83	5	6.0	34	41.0	38	45.8	33	39.8	5	6.0	6	7.2
Independently secured	735	56	7.6	343	46.7	261	35.5	216	29.4	45	6.1	75	10.2
Applied personally	698	53	7.6	328	47.0	244	35.0	202	28.9	42	6.0	73	10.5
Answered advertisement	31	3		12		15		13		2		1	
Worked there before	6			3		2		1		1		1	

Employment offered	104	8	7.7	41	39.4	37	35.6	30	28.8	7	6.7	18	17.3
Employment agency, etc	171	28	16.4	97	56.7	35	20.5	30	17.5	5	2.9	11	6.4
State employment office	27	6	.....	14	.....	6	.....	5	.....	1	.....	1	.....
Private employment agency	132	20	15.2	77	58.3	26	19.7	23	17.4	3	2.3	9	6.8
Philanthropic organization	12	2	.....	6	.....	3	.....	2	.....	1	.....	1	.....
School or placement bureau	75	7	9.3	24	32.0	10	13.3	10	13.3	.....	.....	34	45.3
Day school	42	2	.....	3	.....	4	.....	4	.....	.....	.....	33	.....
Continuation school	2	.....	.....	1	.....	1	.....	1	.....	.....	.....	.....	.....
Placement bureau	31	5	.....	20	.....	5	.....	5	.....	.....	.....	1	.....
All other methods	3	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Method not reported	200	25	12.5	70	35.0	61	30.5	52	26.0	9	4.5	44	22.0
Girls	1,373	123	9.0	705	51.3	434	31.6	339	24.7	95	6.9	111	8.1
Positions secured through—													
Friend or relative	479	39	8.1	250	52.2	153	31.9	121	25.3	32	6.7	37	7.7
Friend	230	17	7.4	131	57.0	64	27.8	53	23.0	11	4.8	18	7.8
Relative	217	19	8.8	101	46.5	78	35.9	57	26.3	21	9.7	19	8.8
Employer relative	32	3	.....	18	.....	11	.....	11	.....	.....	.....	.....	.....
Independently secured	632	57	9.0	336	53.2	193	30.5	146	23.1	47	7.4	46	7.3
Applied personally	598	53	8.9	320	53.5	181	30.3	139	23.2	42	7.0	44	7.4
Answered advertisement	34	4	.....	16	.....	12	.....	7	.....	5	.....	2	.....
Employment offered	32	2	.....	14	.....	14	.....	13	.....	1	.....	2	.....
Employment agency, etc	13	1	.....	5	.....	7	.....	6	.....	1	.....	.....	.....
State employment office	4	.....	.....	2	.....	2	.....	2	.....	.....	.....	.....	.....
Private employment agency	6	1	.....	2	.....	3	.....	2	.....	1	.....	.....	.....
Philanthropic organization	3	.....	.....	1	.....	2	.....	2	.....	.....	.....	.....	.....
School or placement bureau	57	4	7.0	38	66.7	12	21.1	9	15.8	3	5.3	3	5.3
Day school	29	1	.....	20	.....	6	.....	4	.....	2	.....	2	.....
Continuation school	5	.....	.....	3	.....	2	.....	2	.....	.....	.....	.....	.....
Placement bureau	23	3	.....	15	.....	4	.....	3	.....	1	.....	1	.....
Method not reported	160	20	12.5	62	38.8	55	34.4	44	27.5	11	6.9	23	14.4

[1] "Not reported" means that the children came from disciplinary, prevocational, vocational, and other special schools, and that on the records only the school attended, and not the grade completed, was given.

[2] Not shown where base is less than 50.

This table shows also that comparatively few, only 22.8 per cent, of the children who secured their first positions through employment agencies of all kinds and even fewer, 16.7 per cent, of those who secured them through schools or placement bureaus, were retarded. In the latter group—the children who secured positions through schools or placement bureaus—the grade completed by more than one-fourth, 28 per cent, was not given. The children for whom the grade was not given were from disciplinary, prevocational, vocational, and other special schools, most of which endeavored to place as many as possible of their pupils. Of the children who secured their first positions through the schools they were leaving, about one-half, 49.3 per cent, came from this type of school. Nearly all of them were boys. The children who secured their positions through private employment agencies and through the placement bureau seem to have been those who were advanced rather than retarded in their school work. Of the former group 15.2 per cent and of the latter 14.8 per cent, as compared with only 9.6 per cent of all the children, had completed higher grades than normal. Nearly three-fifths, 57.2 per cent, of the children who secured their first positions through private employment agencies and not far from two-thirds, 64.8 per cent, of those who secured them through the placement bureau, were in normal grades for their ages.

TABLE 86.—*Method of securing first regular position, by employment before leaving school, and sex; interviewed children who worked before leaving school.*

Method of securing first regular position.	Children who, before leaving school—				Boys who, before leaving school—				Girls who, before leaving school—		
	Worked.		Did not work.		Worked.		Did not work.		Worked-	Did not work.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Number.	Per cent distribution.
Total	324	100.0	499	100.0	280	100.0	197	100.0	44	302	100.0
Position secured through—											
Friend or relative	140	43.2	266	53.3	118	42.1	94	47.7	22	172	57.0
Friend	53	16.4	130	26.1	47	16.8	37	18.8	6	93	30.8
Relative	55	17.0	105	21.0	42	15.0	41	20.8	13	64	21.2
Employer relative	32	9.9	31	6.2	29	10.4	16	8.1	3	15	5.0
Independently secured	130	40.1	186	37.3	113	40.4	73	37.1	17	113	37.4
Applied personally	81	25.0	153	30.7	75	26.8	65	33.0	6	88	29.1
Answered advertisement	11	3.4	33	6.6	8	2.9	8	4.1	3	25	8.3
Worked there before	38	11.7	.....	.....	30	10.7	.....	.....	8	.....	.....
Employment offered	23	7.1	15	3.0	22	7.9	9	4.6	1	6	2.0
Employment agency, school, placement bureau, etc	27	8.3	29	5.8	24	8.6	19	9.6	3	10	3.3
Employment agency	21	6.5	17	3.4	19	6.8	15	7.6	2	2	.7
Philanthropic organization	1	.3	3	.6	1	.4	2	1.0	.....	1	.3
Day school	1	.3	2	.4	.....	.....	1	.5	1	1	.3
Continuation school	.....	.....	1	.2	.....	.....	.....	.....	.....	1	.3
Placement bureau	4	1.2	6	1.2	4	1.4	1	.5	.....	5	1.7
Not reported	4	1.2	3	.6	3	1.1	2	1.0	1	1	.3

Among the interviewed children, according to Table 86, a larger proportion of those who worked than those who did not work before leaving school secured their first positions independently. But this difference was due entirely to the fact that more than one-tenth, 11.7 per cent, of the children who had worked before leaving school went back to places where they had been employed before. A larger proportion of these children than of those who had not worked before leaving school, 7.1 per cent as compared with 3 per cent, were offered positions; and a larger proportion also, 6.5 per cent as compared with 3.4 per cent, secured their first positions through private employment agencies.

NUMBER OF POSITIONS.

The children who took out certificates before they were 16 years of age began their industrial histories at different ages, when barely 14, when nearly 16, and at all ages between. The number of certificates which a child held before his sixteenth birthday is not, therefore, an index to his relative steadiness or unsteadiness as a worker unless it is known also how long before that birthday, that is, at what age, he took out his first certificate. Even when this is known the records of the certificate office do not necessarily give the child's complete industrial history, for he may at some time between the ages of 14 and 16 have secured a certificate, or even more than one certificate, for work in some other city. A certain number of the children for whom records were secured may have moved from somewhere else to Boston or to one of the neighboring cities included in the study, and others may have moved away, between the ages of 14 and 16. These children may have worked in the city from which they came or to which they went. Still others must have died, and probably a few worked at some time without certificates. Both the certificate and continuation school records, therefore, furnish understatements of the number of positions held. The certificate records, moreover, include children who worked only during vacation and were in school all the rest of the year. Nevertheless, it is of interest to note the number of certificates issued to the children of these two groups who began work at the different ages.

TABLE 87.—*Number of certificated positions held, by age at taking out first certificate and sex; children issued certificates in four cities.*

Number of certificated positions held and age at taking out first certificate.	Children.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
14 under 14½ years	[1] 1,703	100.0	1,048	100.0	655	100.0
1 certificate	550	32.3	354	33.8	196	29.9
2 certificates	468	27.5	300	28.6	168	25.6
3 certificates	302	17.7	188	17.9	114	17.4
4 or more certificates	383	22.6	206	19.6	177	27.1
4 certificates	166	9.7	101	9.6	65	9.9
5 certificates	89	5.2	43	4.1	46	7.0
6 certificates	65	3.8	35	3.3	30	4.6
7 certificates	25	1.5	15	1.4	10	1.5
8 certificates	18	1.1	5	.5	13	2.0
9 certificates	6	.4	4	.4	2	.3
10 or more certificates	14	.8	3	.3	11	1.7
14½ under 15 years	1,089	100.0	620	100.0	469	100.0
1 certificate	486	44.6	288	46.5	198	42.2
2 certificates	302	27.7	194	31.3	108	23.0
3 certificates	171	15.7	73	11.8	98	20.9
4 or more certificates	130	11.9	65	10.6	65	13.8
4 certificates	71	6.5	40	6.5	31	6.6
5 certificates	36	3.3	14	2.3	22	4.7
6 certificates	11	1.0	4	.6	7	1.5
7 certificates	8	.7	6	1.0	2	.4
8 certificates	2	.2	.....	.....	2	.4
9 certificates	.....	.....	.....	.....	.....	.....
10 or more certificates	2	.2	1	.2	1	.2
15 under 15½ years	1,191	100.0	740	100.0	451	100.0
1 certificate	680	57.1	434	58.6	246	54.5
2 certificates	300	25.2	191	25.8	109	24.2
3 certificates	131	11.0	76	10.3	55	12.2
4 or more certificates	80	6.8	39	5.3	41	9.1
4 certificates	58	4.9	31	4.2	27	6.0
5 certificates	12	1.0	5	.7	7	1.6
6 certificates	9	.8	3	.4	6	1.3
7 certificates	1	.1	.....	.....	1	.2
15½ under 16 years	1,709	100.0	1,011	100.0	698	100.0
1 certificate	1,382	80.9	828	81.9	554	79.4
2 certificates	248	14.5	136	13.5	112	16.0
3 certificates	59	3.5	36	3.6	23	3.3
4 or more certificates	20	1.2	11	1.1	9	1.2
4 certificates	14	.8	6	.6	8	1.1
5 certificates	3	.2	3	.3	.....	.....
6 certificates	3	.2	2	.2	1	.1

[1] Including three children who went to work before they were 14 years of age according to continuation school records, but who did not secure employment certificates until after they were 14.

Table 87 shows that, of all the children who took out certificates in the four cities—Boston, Cambridge, Somerville, and Chelsea—between the ages of 14 and 14½, and who therefore had from 18 months to 2 years of possible working histories before their sixteenth birthdays, nearly one-third, 32.3 per cent, held only 1 certificate each, but almost one-fourth, 22.6 per cent, held 4 or more certificates. The proportion holding only 1 certificate increased to 44.6 per cent among the children who began work between 14½ and 15, to 57.1 per cent

among those who began between 15 and 15½, and to 80.9 per cent among those who began between 15½ and 16. At the same time the proportion holding 4 or more certificates fell to 11.9 per cent, to 6.8 per cent, and to 1.2 per cent, respectively, among the children who went to work at each of these three different ages. Those who went to work between 15½ and 16, of whom 80.9 per cent held only 1 position and only 1.2 per cent held 4 or more positions, had, of course, less than 6 months of possible work histories before their sixteenth birthdays. Fourteen of the children who received their first certificates between 14 and 14½ years of age and 2 of those who received them between 14½ and 15 years of age took out 10 or more certificates before they became 16; 12 of these children were girls and 4 were boys. One of the girls had taken out 16 certificates and 3 had taken out 13. One boy had taken out 14 certificates and another boy, and also 1 of the girls, had taken out 12.[69]

In each age group a smaller proportion of the girls than of the boys held only 1 position, and a larger proportion held 4 or more positions. Of the girls who took out their first certificates before they were 14½ years of age over one-fourth, 27.1 per cent, as compared with less than one-fifth, 19.6 per cent, of the boys, held 4 or more positions.

In the group of continuation-school children, none of whom had worked merely during vacation, the proportion who had held only 1 certificate was naturally smaller, and the proportion who had held 4 or more certificates larger, than in the certificate group. From Table 88 it appears that of the continuation-school children who went to work when they were between 14 and 14½ years of age less than one-fourth, 22.6 per cent, as compared with nearly one-third, 32.3 per cent, of the children in the certificate group, held only 1 certificate. On the other hand, 28.1 per cent had held 4 or more positions as compared with 22.6 per cent in the certificate group. The tendency toward a greater amount of shifting among girls than boys is again shown in this group. Of those who took out their first certificates before they were 14½ years old about one-third, 33.6 per cent, of the girls held 4 or more positions as compared with less than one-fourth, 24.3 per cent, of the boys. Similar differences between the girls and the boys appear in each age group.

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[69] At the time of this study the Boston certificate office had on file the record of 1 girl (not included in this study) who had taken out 32 certificates within a period of 15 months. For each of 3 different department stores she had taken out 2 certificates; and she had also held certificates for 3 other department stores. The names of 2 candy factories appear twice and of 6 other candy factories once each in her list. The name of a leather goods company also appears twice. In a number of these positions she was probably never actually employed. In 4 cases she secured certificates for one employer one day and for another the next day.

TABLE 88.—*Number of certificated positions held, by age at taking out first certificate and sex; children in Boston continuation school.*

Sex and age at taking out first certificate.	Children in Boston continuation school.								
	Total.	Number of certificated positions held.							
		1		2		3		4 or more.	
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
14 under 14½ years: Both sexes	1,151	260	22.6	324	28.1	244	21.2	323	28.1
Boys	687	160	23.3	210	30.6	150	21.8	167	24.3
Girls	464	100	21.6	114	24.6	94	20.3	156	33.6
14½ under 15 years: Both sexes	710	273	38.5	194	27.3	137	19.3	106	14.9
Boys	395	165	41.8	122	30.9	57	14.4	51	12.9
Girls	315	108	34.3	72	22.9	80	25.4	55	17.5
15 under 15½ years: Both sexes	732	374	51.1	203	27.7	95	13.0	60	8.2
Boys	464	248	53.4	133	28.7	55	11.9	28	6.0
Girls	268	126	47.0	70	26.1	40	14.9	32	11.9
15½ under 16 years: Both sexes	806	584	72.5	164	20.3	42	5.2	16	2.0
Boys	480	352	73.3	95	19.8	26	5.4	7	1.5
Girls	326	232	71.2	69	21.2	16	4.9	9	2.8

For the interviewed children information was secured in regard to all positions, regardless of whether certificates had been secured, and even regardless of whether the employment had been in Boston or one of the other three cities studied, or elsewhere. For these children, therefore, the record of positions held is complete. On the other hand, these children were all interviewed before they were 16 years of age, and consequently the information available relates only to the period between the date when the child went to work and the date of the interview, and not, as for the other groups, up to his sixteenth birthday. These children, therefore, have been classified in four groups, not according to the number of positions held, but according to the average number held within different lengths of industrial history. The first group, which is called class A, consists of children who held only 1 position within a year or more; these children are called "steady." The second group, class B, consists of children who held, on an average, 1 position within each period of from 6 months to 1 year; they are less steady than the first group, but not exactly unsteady workers, and have been called "active." The children in the third group, class C, held new positions on an average within each period of from 3 to 6 months; and those in the fourth group, class D, within less than 3 months; those in the third group tended toward unsteadiness in their work, but have been called

"restless," while those in the fourth group were distinctly "unsteady." [70]

TABLE 89.—*Steadiness at work, by sex; children interviewed.*

Steadiness at work.[1]	Children.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Total	823	100.0	477	100.0	346	100.0
Class A—Steady	190	23.1	108	22.6	82	23.7
Class B—Active	203	24.7	123	25.8	80	23.1
Class C—Restless	273	33.2	154	32.3	119	34.4
Class D—Unsteady	66	8.0	35	7.3	31	9.0
Class E—Indeterminate	91	11.1	57	11.9	34	9.8

[1] Class A consists of children who each held during work histories of 1 year or more 1 position only; class B consists of children who held on an average new positions at a rate less than 1 for every 6 months and more than 1 for every 12 months of their work histories; class C consists of children who held on an average new positions at a rate less than 1 position for every 3 months and more than 1 for every 6 months of their work histories; class D consists of children who held on an average new positions at a rate more than 1 position for every 3 months of their work histories; class E consists of children who each held a single position which had not terminated at the end of a work history record of less than 1 year's duration.

Table 89 gives for all the interviewed children and for each sex separately the results of this classification. Not far from one-fourth, 23.1 per cent, of all the children were found to be steady workers, and a somewhat larger proportion, 24.7 per cent, were classified as "active" because they held on an average 1 position within each period of from 6 months to 1 year. About a third, 33.2 per cent, were found to have held new positions, on an average, within every period of from 3 to 6 months, and 8 per cent within every 3 months. A somewhat larger proportion of the girls than of the boys were found in each of the last two groups. This fact confirms the conclusion arrived at in considering the number of positions held by the certificate and continuation school children, that the girls were more likely to shift, that is, were less steady workers, than the boys.

That the girls worked less steadily than the boys appears, however, to have been due largely, if not entirely, to the peculiarities of many of the occupations open to them. The girls, as will be seen later,[71] were more frequently than the boys employed to assist for short periods in sales in department or dry goods stores. In some cases, according to reports made to agents of the bureau, girls were even required, after having secured certificates on promises of employment from department stores, to wait without work and without pay until needed, sometimes for several days; in some cases they would never be employed at all, and in many others, as soon as the temporary rush of trade was over, they would be dropped.

That many children took out certificates for positions in which they were never actually employed appears in Table 111,[72] which

[70] See Appendix, "Case Studies," for summaries of typical work histories of children of these different classes.

[71] See Table 129, pp. 264-265.

[72] See p. 217.

shows that 117 such certificates were taken out by continuation-school children. This was apparently much more likely to occur to girls than to boys. In 80 cases girls took out certificates which were never used, while only 37 such certificates were taken out by boys. For the children who were interviewed only positions actually held were included in the tabulations. Forty of these children secured certificates for positions in which they never actually worked, 38 of them for regular positions and 2 for school positions. Two of these children had 2 such experiences, so that the number of positions for which children secured certificates but in which they never worked was 42. On the other hand, 9 children held 2 positions at the same time.

The children who shifted their positions frequently were more likely to be retarded in their school work than were the steady workers. Table 90 shows, for the continuation-school children who took out their first certificates before they were 15 years of age,[73] that about two-fifths, 40.6 per cent, of those who held 4 or more positions, as compared with only about one-fourth, 25.5 per cent, of those who held but 1 position, were retarded. The amount of retardation increased steadily with the number of positions held. On the other hand, the proportion of children who had completed higher grades than normal for their ages decreased from 11.8 per cent among the children who held only 1 position to 8.6 per cent among those who held 4 or more positions. The slight variations from this tendency which appear when the sexes are considered separately are not important enough to affect the general result.

The steady workers among the interviewed children, too, as appears in Table 91, were less likely to be retarded in their school work than any other group. Although nearly one-third, 32.4 per cent, of all the interviewed children were retarded, less than one-fourth, 24.7 per cent, of the steady workers had not attained a normal grade. The largest proportion of retarded children, about two-fifths, 39.9 per cent, was found in the group of children who held a new position, on an average, within each period of from three to six months—that is, among the "restless" children; but nearly as large a proportion, 37.9 per cent, was found in the group where the children held new positions within each period of 3 months or less—that is, among the "unsteady" children. On the other hand, the largest proportion of children who had completed a higher grade than normal, 21.2 per cent, was found in the group where the children held, on an average, 1 position during every period of from 6 months to a year—not among the "steady" but among the "active" children. The general tendency was the same for the girls and for the boys, although

[73] Many of the children who took out their first certificates when between 15 and 16 years of age had been at work for such short periods that the figures for this group are of no particular significance.

the group of "active" girls had a considerably larger proportion of retarded children than had the corresponding group of boys, 35 per cent as compared with 26.8 per cent. This group of girls had also a large proportion, 20 per cent, as compared with 15.6 per cent for all girls, who had completed higher grades than normal.

TABLE 90.—*Retardation, by number of certificated positions held, sex, and age at taking out first certificate; children in Boston continuation school.*

Number of certificated positions held, sex, and age at taking out first certificate.	All children.	Children who, on leaving school, had completed, for their ages—											
		A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.[1]	
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
		Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]
Children 14 under 15 years: Both sexes	1,861	202	10.9	790	42.5	586	31.5	498	26.8	88	4.7	283	15.2
1 position	533	63	11.8	256	48.0	136	25.5	120	22.5	16	3.0	78	14.6
2 positions	518	60	11.6	212	40.9	150	29.0	126	24.3	24	4.6	96	18.5
3 positions	381	42	11.0	161	42.3	126	33.1	107	28.1	19	5.0	52	13.6
4 or more positions	429	37	8.6	161	37.5	174	40.6	145	33.8	29	6.8	57	13.3
Boys	1,082	120	11.1	431	39.8	332	30.7	286	26.4	46	4.3	199	18.4
1 position	325	48	14.8	144	44.3	79	24.3	70	21.5	9	2.8	54	16.6
2 positions	332	36	10.8	125	37.7	95	28.6	83	25.0	12	3.6	76	22.9
3 positions	207	23	11.1	81	39.1	67	32.4	60	29.0	7	3.4	36	17.4
4 or more positions	218	13	6.0	81	37.2	91	41.7	73	33.5	18	8.3	33	15.1
Girls	779	82	10.5	359	46.1	254	32.6	212	27.2	42	5.4	84	10.8
1 position	208	15	7.2	112	53.8	57	27.4	50	24.0	7	3.4	24	11.5
2 positions	186	24	12.9	87	46.8	55	29.6	43	23.1	12	6.5	20	10.8
3 positions	174	19	10.9	80	46.0	59	33.9	47	27.0	12	6.9	16	9.2
4 or more positions	211	24	11.4	80	37.9	83	39.3	72	34.1	11	5.2	24	11.4
Children 15 under 16 years: Both sexes	1,538	123	8.0	832	54.1	480	31.2	363	23.6	117	7.6	103	6.7
1 position	958	87	9.1	529	55.2	283	29.5	219	22.9	64	6.7	59	6.2
2 positions	367	27	7.4	192	52.3	123	33.5	90	24.5	33	9.0	25	6.8
3 positions	137	6	4.4	72	52.6	46	33.6	35	25.5	11	8.0	13	9.5
4 or more positions	76	3	3.9	39	51.3	28	36.8	19	25.0	9	11.8	6	7.9
Boys	944	82	8.7	486	51.5	300	31.8	236	25.0	64	6.8	76	8.1
1 position	600	56	9.3	312	52.0	180	30.0	141	23.5	39	6.5	52	8.7
2 positions	228	22	9.6	115	50.4	78	34.2	61	26.8	17	7.5	13	5.7
3 positions	81	3	3.7	41	50.6	30	37.0	25	30.9	5	6.2	7	8.6
4 or more positions	35	1	.....	18	.....	12	.....	9	.....	3	.....	4	.....
Girls	594	41	6.9	346	58.2	180	30.3	127	21.4	53	8.9	27	4.5
1 position	358	31	8.7	217	60.6	103	28.8	78	21.8	25	7.0	7	2.0
2 positions	139	5	3.6	77	55.4	45	32.4	29	20.9	16	11.5	12	8.6
3 positions	56	3	5.4	31	55.4	16	28.6	10	17.9	6	10.7	6	10.7
4 or more positions	41	2	.....	21	.....	16	.....	10	.....	6	.....	2	.....

[1] "Not reported" means that the children come from disciplinary, prevocational, vocational, and other special schools, and that on the records only the school attended and not the grade completed was given.
[2] Not shown where base is less than 50.

TABLE 91.—*Retardation, by steadiness at work and sex; children interviewed.*

Steadiness at work and sex.[1]	All children.	Children who, on leaving school, had completed, for their ages—											
		A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.	
						Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
		Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]
Both sexes	823	136	16.5	409	49.7	267	32.4	233	28.3	34	4.1	11	1.3
Class A—Steady	190	33	17.4	109	57.4	47	24.7	43	22.6	4	2.1	1	.5
Class B—Active	203	43	21.2	98	48.3	61	30.0	53	26.1	8	3.9	1	.5
Class C—Restless	273	40	14.7	119	43.6	109	39.9	92	33.7	17	6.2	5	1.8
Class D—Unsteady	66	5	7.6	35	53.0	25	37.9	22	33.3	3	4.5	1	1.5
Class E—Indeterminate	91	15	16.5	48	52.7	25	27.5	23	25.3	2	2.2	3	3.3
Boys	477	82	17.2	238	49.9	149	31.2	135	28.3	14	2.9	8	1.7
Class A—Steady	108	22	20.4	62	57.4	24	22.2	24	22.2	.....	.....	.....	.....
Class B—Active	123	27	22.0	62	50.4	33	26.8	31	25.2	2	1.6	1	.8
Class C—Restless	154	20	13.0	66	42.9	65	42.2	55	35.7	10	6.5	3	1.9
Class D—Unsteady	35	4	.....	16	.....	14	.....	13	.....	1	.....	1	.....
Class E—Indeterminate	57	9	15.8	32	56.1	13	22.8	12	21.1	1	1.8	3	5.3
Girls	346	54	15.6	171	49.4	118	34.1	98	28.3	20	5.8	3	.9
Class A—Steady	82	11	13.4	47	57.3	23	28.0	19	23.2	4	4.9	1	1.2
Class B—Active	80	16	20.0	36	45.0	28	35.0	22	27.5	6	7.5	.....	.....
Class C—Restless	119	20	16.8	53	44.5	44	37.0	37	31.1	7	5.9	2	1.7
Class D—Unsteady	31	1	.....	19	.....	11	.....	9	.....	2	.....	.....	.....
Class E—Indeterminate	34	6	.....	16	.....	12	.....	11	.....	1	.....	.....	.....

[1] Class A consists of children who each held during work histories of 1 year or more 1 position only; class B consists of children who held on an average new positions at a rate less than 1 for every 6 months and more than 1 for every 12 months of their work histories; class C consists of children who held on an average new positions at a rate less than 1 position for every 3 months and more than 1 for every 6 months of their work histories; class D consists of children who held on an average new positions at a rate more than 1 position for every 3 months of their work histories; class E consists of children who each held a single position which had not terminated at the end of a work history record of less than 1 year's duration.

[2] Not shown where base is less than 50.

UNEMPLOYMENT.

Change of position may be effected without any period of unemployment, as when a child secures a new place before leaving the old; but frequently, and practically always when the child is discharged, an interval is found between the old and the new position. In order to measure the importance of the problem of unemployment, the interviewed children were divided into two groups, those who had been at work less than a year and those who had been at work more than a year, and Table 92 was prepared to show the percentage of time unemployed for each of the different nativity groups. The figures for the children who had been at work less than a year are of slight significance, since this group includes children whose industrial histories were too short to permit a normal amount of unemployment. For all the children who had been at work more than a year

the percentage of unemployment was 14.4. It was somewhat higher, 15.1, where both the fathers and the children were native, but highest, 15.4, where both the fathers and the children were foreign born, in spite of the fact that these foreign-born children probably were more affected by economic pressure than other children [74] and, therefore, might be expected to be forced to take whatever positions were offered rather than wait for desirable places.

The most significant difference, however, is that between the boys and the girls. For the boys the percentage of unemployed time was only 12.4, but for the girls it was 17. It was highest of all, 22.9, among the native girls whose fathers were also native. The high percentage for both sexes in this nativity group was due entirely to the girls, for the boys whose fathers were native had a comparatively low percentage, 10.5, of unemployment. The native boys whose fathers were foreign born came next with 12.6 per cent of their time unemployed, and the foreign-born boys last with 16.9 per cent. Among the girls the order of the three nativity groups is exactly reversed, the foreign-born girls having the lowest percentage of unemployment, 14.1, the native girls whose fathers were foreign born the next, 16.4, and the native girls whose fathers were also native the highest, 22.9.

TABLE 92.—*Unemployment, by length of work history, nativity of father, and nativity and sex of child; children interviewed.*

Nativity of father and nativity and sex of child.	Percentage of time unemployed for [a]—	
	Children who had been at work less than 1 year.	Children who had been at work 1 year or over.
Both sexes	13.3	14.4
Both fathers and children native	10.7	15.1
Fathers foreign born	13.3	14.5
Children native	13.0	14.2
Children foreign born	13.9	15.4
Nativity of fathers not reported; children native	26.2	4.0
Boys	10.4	12.4
Both fathers and children native	10.1	10.5
Fathers foreign born	9.5	13.5
Children native	9.8	12.6
Children foreign born	8.8	16.9
Nativity of fathers not reported; children native	.....	3.7
Girls	18.4	17.0
Both fathers and children native	11.8	22.9
Fathers foreign born	19.2	15.7
Children native	19.1	16.4
Children foreign born	19.3	14.1

[a] Not shown where base is less than 100 months of work histories.

[74] See Table 33, p. 101.

The percentage of unemployment was distinctly greater, as appears in Table 93, among the retarded children than among those from normal grades for their ages. Among the boys who had completed a higher grade than normal it was less, only 10, than among those who had completed a normal grade, 11.1; but among the girls who had completed a higher grade than normal it was nearly twice as high, 19.8, as among the boys, and higher than in any other group of girls except those who were one or two grades below normal where it was precisely the same. This peculiarity in the figures for the girls, together with the high percentage of unemployed time among the native girls of native parentage, leads to the suspicion that not all this unemployment was involuntary. In part, however, this high percentage was doubtless due to the fact that the native girls of native parentage who had completed higher grades than normal for their ages were more likely than were the girls of any other group to seek employment in department and other stores, and perhaps in other occupations where the work was unsteady, rather than in factories where short-time positions were comparatively rare.

TABLE 93.—*Unemployment, by length of work history, retardation, and sex; children interviewed.*

Retardation and sex.	Percentage of time unemployed for [1]—	
	Children who had been at work less than 1 year.	Children who had been at work 1 year or over.
Both sexes	13.3	14.4
Having completed:		
A higher grade than normal	9.7	13.7
A normal grade	11.4	12.8
A lower grade than normal	16.7	17.2
One or two grades lower than normal	16.8	17.8
Three or more grades lower than normal	16.3	11.1
Not reported	.....	17.6
Boys	10.4	12.4
Having completed:		
A higher grade than normal	8.1	10.0
A normal grade	7.3	11.1
A lower grade than normal	14.9	15.6
One or two grades lower than normal	15.3	16.3
Three or more grades lower than normal	.....	6.8
Girls	18.4	17.0
Having completed:		
A higher grade than normal	11.5	19.8
A normal grade	19.8	15.1
A lower grade than normal	19.4	19.1
One or two grades lower than normal	19.6	19.8
Three or more grades lower than normal	18.8	14.2

[1] Not shown where base is less than 100 months of work histories.

Another unexpected showing in these figures is that both the boys and the girls who were very much retarded—that is, who had completed only grades three or more lower than normal for their ages—had the lowest percentages of unemployment. The boys of this group had only 6.8 per cent of their time unemployed and the girls 14.2 per cent. Special reasons may have existed for the retardation of many of these children which did not affect their ability to hold positions in industry. As already seen, many of them were foreign born [75] and were doubtless more handicapped in school than in industry by difficulties with the language.

The number of positions held within specific periods had naturally great influence over the amount of unemployment. Table 94 shows that of the children who had been at work for one year or more, the "unsteady" workers—that is, the children who held a new position on an average within every three months—had more than one-third, 34.9 per cent, of their time unemployed. The "restless" workers were unemployed a little over one-fifth, 21.9 per cent, and the "active" workers less than one-sixth, 15.1 per cent, of their time. In other words, the "unsteady" workers had more than twice as much unemployment as the "active" workers. Among "steady" workers, moreover, the amount of unemployment was negligible, only 2.7 per cent.

All the groups of girls showed higher percentages of unemployment than the corresponding groups of boys, but the difference was especially marked among the "unsteady" workers. The girls in this group were unemployed for more than two-fifths, 42.6 per cent, of their time, whereas the boys were unemployed for only about one-fourth, 25.1 per cent, of their time. Between the "restless" and the "active" girls, moreover, there was little difference, both groups having about one-fifth of their time unemployed, whereas among the boys the percentage of unemployment was nearly as high among the "restless" as among the "unsteady" workers, 23 per cent as compared with 25.1 per cent, but was decidedly less, 11.9 per cent, among the "active" workers.

These figures again suggest that the girls much more frequently than the boys took temporary positions and when dropped were either obliged because of a scarcity of places open to them to remain for a time unemployed or else preferred to wait for places which were quite to their liking, and frequently also temporary, rather than take whatever work might be first available. During their periods of unemployment, many of the girls probably assisted in housework at home and watched for advertisements of positions in the papers, whereas the boys more frequently spent all or most of their time in active search for new positions.

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[75] See Table 53, p. 131.

TABLE 94.—*Unemployment, by length of work history, steadiness at work, and sex; children interviewed.*

Steadiness at work[1] and sex.	Percentage of time unemployed for[2]— Children who had been at work less than 1 year.	Children who had been at work 1 year or over.
Both sexes	13.3	14.4
Class A—Steady	.....	2.7
Class B—Active	.....	15.1
Class C—Restless	19.8	21.9
Class D—Unsteady	25.3	34.9
Class E—Indeterminate	1.4	.....
Boys	10.4	12.4
Class A—Steady	.....	1.1
Class B—Active	.....	11.9
Class C—Restless	15.1	23.0
Class D—Unsteady	19.2	25.1
Class E—Indeterminate	1.4	.....
Girls	18.4	17.0
Class A—Steady	.....	4.7
Class B—Active	.....	20.1
Class C—Restless	27.1	20.6
Class D—Unsteady	.....	42.6
Class E—Indeterminate	1.5	.....

[1] Class A consists of children who each held during work histories of 1 year or more one position only; class B consists of children who held on an average new positions at a rate less than 1 for every 6 months and more than one for every 12 months of their work histories; class C consists of children who held on an average new positions at a rate less than one position for every 3 months and more than 1 for every 6 months of their work histories; class D consists of children who held on an average new positions at a rate more than 1 position for every 3 months of their work histories; class E consists of children who each held a single position which had not terminated at the end of a work history record of less than 1 year's duration.

[2] Not shown where base is less than 100 months of work histories.

INITIAL WEEKLY WAGES.[76]

Table 95 gives the initial weekly wages received by the children interviewed in their first regular positions by the nativity of the children and of their fathers. About two-fifths, 41.9 per cent, of all the children received from $4 to $5, and over one-fourth, 26.5 per cent, from $3 to $4. Nearly three-fourths, 73.5 per cent, earned less than $5. Only 25 children, 3 per cent of the whole number, earned $6 or more.

The boys received decidedly higher wages than the girls. Only 68.3 per cent of the boys, as compared with 80.6 per cent of the girls, received less than $5. The proportion of boys receiving less than $3 was only 2.5 per cent, as compared with 8.7 per cent of the girls; and the proportion receiving $3 but less than $4 was 17.2 per cent, as compared with 39.3 per cent of the girls. On the other hand, a larger proportion of boys than of girls was found in each wage group over $4. Nearly half, 48.6 per cent, of the boys, but only about one-third, 32.7 per cent, of the girls, earned $4 but less

[76] In some cases the children worked on their own account in street trades and other similar occupations and their compensation did not, therefore, consist technically of wages, but to make possible a general view of the compensation received this comparatively unimportant distinction has been ignored and such earnings have been classified along with wages.

than $5; and about one-fifth, 20.3 per cent, of the boys and only one-twentieth, 5.2 per cent, of the girls earned $5 but less than $6. Of the 25 children who earned $6 or over, 19 were boys and only 6 girls. A much larger proportion of girls than of boys, 10.4 per cent as compared with 5.7 per cent, received wages which could not be classified because they were not paid, or not wholly paid, in cash, or for other reasons.

The foreign-born boys appear to have received the highest initial wages earned by children of any nativity group. About one-third, 31.6 per cent, of them received $5 or more, as compared with less than one-fourth of the native sons of native and of foreign-born fathers, 23.6 per cent and 23.4 per cent, respectively. In each nativity group the largest proportion of boys earned $4 but under $5.

TABLE 95.—*Initial weekly wage, by nativity of father and nativity and sex of child; children interviewed.*

Initial weekly wage in first regular position and sex.	Children.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	823	100.0	201	100.0	427	100.0	166	100.0	29
Initial wage:									
Under $5	605	73.5	154	76.6	320	74.9	111	66.9	20
Under $3	42	5.1	9	4.5	23	5.4	10	6.0	.....
$3 under $4	218	26.5	52	25.9	121	28.3	38	22.9	7
$4 under $5	345	41.9	93	46.3	176	41.2	63	38.0	13
$5 or over	140	17.0	35	17.4	70	16.4	31	18.7	4
$5 under $6	115	14.0	30	14.9	59	13.8	23	13.9	3
$6 or over	25	3.0	5	2.5	11	2.6	8	4.8	1
Other [1]	63	7.7	10	5.0	28	6.6	22	13.3	3
Not reported	15	1.8	2	1.0	9	2.1	2	1.2	2
Boys	477	100.0	127	100.0	252	100.0	76	100.0	22
Initial wage:									
Under $5	326	68.3	91	71.7	174	69.0	45	59.2	16
Under $3	12	2.5	2	1.6	9	3.6	1	1.3	.....
$3 under $4	82	17.2	21	16.5	44	17.5	12	15.8	5
$4 under $5	232	48.6	68	53.5	121	48.0	32	42.1	11
$5 or over	116	24.3	30	23.6	59	23.4	24	31.6	3
$5 under $6	97	20.3	25	19.7	49	19.4	20	26.3	3
$6 or over	19	4.0	5	3.9	10	4.0	4	5.3	.....
Other [1]	27	5.7	6	4.7	13	5.2	6	7.9	2
Not reported	8	1.7	.....	.....	6	2.4	1	1.3	1
Girls	346	100.0	74	100.0	175	100.0	90	100.0	7
Initial wage:									
Under $5	279	80.6	63	85.1	146	83.4	66	73.3	4
Under $3	30	8.7	7	9.5	14	8.0	9	10.0	.....
$3 under $4	136	39.3	31	41.9	77	44.0	26	28.9	2
$4 under $5	113	32.7	25	33.8	55	31.4	31	34.4	2
$5 or over	24	6.9	5	6.8	11	6.3	7	7.8	1
$5 under $6	18	5.2	5	6.8	10	5.7	3	3.3	.....
$6 or over	6	1.7	.....	.....	1	0.6	4	4.4	1
Other [1]	36	10.4	4	5.4	15	8.6	16	17.8	1
Not reported	7	2.0	2	2.7	3	1.7	1	1.1	1

[1] Including positions where wage was not paid in cash or not all in cash, where child worked for nothing or employer failed to pay, and where he worked for less than one week on piecework or only one day each week.

The largest proportion of girls in each nativity group, except the foreign-born children of foreign-born fathers, earned only from $3 to $4. Among the girls as among the boys, the foreign born earned somewhat higher initial wages than the native born, 34.4 per cent of the foreign born earning from $4 to $5, and 28.9 per cent from $3 to $4; the corresponding percentages for the native children of foreign-born fathers were 31.4 and 44, and those for the children of native fathers were 33.8 and 41.9. Of the foreign-born girls, moreover, 7.8 per cent received $5 or more, while of the native daughters of foreign-born fathers only 6.3 per cent, and of the native daughters of native fathers 6.8 per cent received $5 or more. Furthermore, an unusually large proportion, 17.8 per cent, of the foreign-born girls received wages which could not be classified in dollars and cents; if these had been disregarded in making the percentages, the advantage of the foreign born over the native girls in the matter of initial wages would have appeared even more pronounced than in the table as given.

TABLE 96.—*Initial weekly wage in first regular position, by time of entering industry and sex; children interviewed.*

Initial weekly wage in first regular position and sex.	Children who went to work— During summer vacation. Number	Per cent distribution.	At some other time. Number.	Per cent distribution.
Both sexes	224	100.0	599	100.0
Initial wage:				
Under $5	162	72.3	443	74.0
Under $3	14	6.3	28	4.7
$3 under $4	56	25.0	162	27.0
$4 under $5	92	41.1	253	42.2
$5 or over	42	18.8	98	16.4
$5 under $6	36	16.1	79	13.2
$6 or over	6	2.7	19	3.2
Other[1]	17	7.6	46	7.7
Not reported	3	1.3	12	2.0
Boys	121	100.0	356	100.0
Initial wage:				
Under $5	77	63.6	249	69.9
Under $3	6	5.0	6	1.7
$3 under $4	14	11.6	68	19.1
$4 under $5	57	47.1	175	49.2
$5 or over	33	27.3	83	23.3
$5 under $6	29	24.0	68	19.1
$6 or over	4	3.3	15	4.2
Other[1]	9	7.4	18	5.1
Not reported	2	1.7	6	1.7
Girls	103	100.0	243	100.0
Initial wage:				
Under $5	85	82.5	194	79.8
Under $3	8	7.8	22	9.1
$3 under $4	42	40.8	94	38.7
$4 under $5	35	34.0	78	32.1
$5 or over	9	8.7	15	6.2
$5 under $6	7	6.8	11	4.5
$6 or over	2	1.9	4	1.6
Other[1]	8	7.8	28	11.5
Not reported	1	1.0	6	2.5

[1] Including positions where wage was not paid in cash or not all in cash, where child worked for nothing or employer failed to pay, and where he worked for less than one week on piecework or only one day a week.

The children who went to work during the summer vacation, according to Table 96, received somewhat higher initial wages than those who went to work at some other time. Of the boys who went to work during the summer vacation 27.3 per cent, and of those who went to work at some other time only 23.3 per cent, received $5 or more. For the girls the corresponding percentages were 8.7 and 6.2, respectively.

The wages received by children who left school for economic reasons were, upon the whole, lower than those received by children who left school for other reasons. Table 97 shows that three-fourths, 75.1 per cent, of the children who gave economic necessity as their reason for leaving school, as compared with only 71.8 per cent of the children who gave other reasons, received initial wages of less than $5. In this respect the girls appear to differ from the boys, but the difference is probably due, in part at least, to the large proportion, 13.7 per cent, of girls who left school for economic reasons whose wages were not reported in cash.

As might be expected, it appears from Table 98 that the children who were advanced in their school work had higher initial weekly wages in their first regular positions than the children from normal grades, and that the wages of the latter were higher than those of the retarded children. Almost one-fourth, 22.1 per cent, of the advanced children received $5 or more, as compared with about one-sixth, 16.4 per cent, of the normal children and with only 14.6 per cent of the retarded children. The boys and girls who had completed higher grades than normal had larger percentages receiving $5 or over than did the children who had completed only normal grades, and the percentage of the normal children who were in that wage group was larger than the percentage of children who had failed to complete normal grades for their ages. Nevertheless, nearly nine-tenths, 88.9 per cent, of the girls who were advanced in their school studies received less than $5 a week in their first regular positions, over half, 53.7 per cent, of them receiving from $3 to $4. A much larger proportion of the normal than of the advanced girls, 10.5 per cent as compared with 1.9 per cent, and a still larger proportion, 13.6 per cent, of the retarded girls took positions the initial wages of which could not be classified.

The children who worked before leaving school were decidedly more likely to get the better-paid positions when they finally left school. According to Table 99, over one-fourth, 25.9 per cent, of these children, as compared with little more than one-tenth, 11.2 per cent, of those who did not work before leaving school, received initial wages of $5 or more in their first regular positions. Moreover, only 3.1 per cent of those who worked, as compared with 6.4 per cent

of those who did not work, received less than $3, and 19.8 per cent of the former, as compared with 30.9 per cent of the latter, received $3 but less than $4. That these differences were not due merely to the large preponderance of boys, who generally receive higher wages than girls, among the children who worked before leaving school is shown by a comparison of the percentages given in this table for the boys alone.

TABLE 97.—*Initial weekly wage in first regular position and reason for leaving school, and sex; children interviewed.*

Initial weekly wage in first regular position and sex.	Children who left school for—					
	Economic reasons.		Other reasons.		Reasons not reported.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.[1]
Both sexes	333	100.0	408	100.0	82	100.0
Initial wage:						
Under $5	250	75.1	293	71.8	62	75.6
Under $3	17	5.1	20	4.9	5	6.1
$3 under $4	99	29.7	102	25.0	17	20.7
$4 under $5	134	40.2	171	41.9	40	48.8
$5 or over	47	14.1	80	19.6	13	15.9
$5 under $6	40	12.0	65	15.9	10	12.2
$6 or over	7	2.1	15	3.7	3	3.7
Other[2]	30	9.0	29	7.1	4	4.9
Not reported	6	1.8	6	1.5	3	3.7
Boys	165	100.0	262	100.0	50	100.0
Initial wage:						
Under $5	120	72.7	169	64.5	37	74.0
Under $3	2	1.2	6	2.3	4	8.0
$3 under $4	34	20.6	43	16.4	5	10.0
$4 under $5	84	50.9	120	45.8	28	56.0
$5 or over	34	20.6	72	27.5	10	20.0
$5 under $6	30	18.2	59	22.5	8	16.0
$6 or over	4	2.4	13	5.0	2	4.0
Other[2]	7	4.2	18	6.9	2	4.0
Not reported	4	2.4	3	1.1	1	2.0
Girls	168	100.0	146	100.0	32	100.0
Initial wage:						
Under $5	130	77.4	124	84.9	25	.....
Under $3	15	8.9	14	9.6	1	.....
$3 under $4	65	38.7	59	40.4	12	.....
$4 under $5	50	29.8	51	34.9	12	.....
$5 or over	13	7.8	8	5.5	3	.....
$5 under $6	10	6.0	6	4.1	2	.....
$6 or over	3	1.8	2	1.4	1	.....
Other[2]	23	13.7	11	7.5	2	.....
Not reported	2	1.2	3	2.1	2	.....

[1] Not shown where base is less than 50.

[2] Including positions where wage was not paid in cash or not all in cash, where child worked for nothing or employer failed to pay, and where he worked for less than one week on piecework or only one day each week.

TABLE 98.—*Initial weekly wage in first regular position, by retardation and sex; children interviewed.*

Initial weekly wage in first regular position and sex.	Children who, on leaving school, had completed, for their ages—									
	A higher grade than normal.		A normal grade.		A lower grade than normal.					Not reported.
					Total.		One or two grades lower than normal.		Three or more grades lower than normal.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.		
Both sexes	136	100.0	409	100.0	267	100.0	233	100.0	34	11
Initial wage:										
Under $5	99	72.8	307	75.1	194	72.7	169	72.5	25	5
Under $3	6	4.4	17	4.2	18	6.7	15	6.4	3	1
$3, under $4	40	29.4	102	24.9	74	27.7	62	26.6	12	2
$4, under $5	53	39.0	188	46.0	102	38.2	92	39.5	10	2
$5 or over	30	22.1	67	16.4	39	14.6	37	15.9	2	4
$5, under $6	24	17.6	56	13.7	31	11.6	30	12.9	1	4
$6 or over	6	4.4	11	2.7	8	3.0	7	3.0	1	.....
Other[1]	7	5.1	27	6.6	28	10.5	21	9.0	7	1
Not reported	.....	.....	8	2.0	6	2.2	6	2.6	.....	1
Boys	82	100.0	238	100.0	149	100.0	135	100.0	14	8
Initial wage:										
Under $5	51	62.2	171	71.8	101	67.8	89	65.9	12	3
Under $3	1	1.2	6	2.5	5	3.4	4	3.0	1	.....
$3, under $4	11	13.4	41	17.2	29	19.5	23	17.0	6	1
$4, under $5	39	47.6	124	52.1	67	45.0	62	45.9	5	2
$5 or over	25	30.5	54	22.7	33	22.1	32	23.7	1	4
$5, under $6	20	24.4	46	19.3	27	18.1	26	19.3	1	4
$6 or over	5	6.1	8	3.4	6	4.0	6	4.4	.....	.....
Other[1]	6	7.3	9	3.8	12	8.1	11	8.1	1	.....
Not reported	.....	.....	4	1.7	3	2.0	3	2.2	.....	1
Girls	54	100.0	171	100.0	118	100.0	98	100.0	20	3
Initial wage:										
Under $5	48	88.9	136	79.5	93	78.8	80	81.6	13	2
Under $3	5	9.3	11	6.4	13	11.0	11	11.2	2	1
$3, under $4	29	53.7	61	35.7	45	38.1	39	39.8	6	1
$4, under $5	14	25.9	64	37.4	35	29.7	30	30.6	5	.....
$5 or over	5	9.3	13	7.6	6	5.1	5	5.1	1	.....
$5, under $6	4	7.4	10	5.8	4	3.4	4	4.1	.....	.....
$6 or over	1	1.9	3	1.8	2	1.7	1	1.0	1	.....
Other[1]	1	1.9	18	10.5	16	13.6	10	10.2	6	1
Not reported	.....	.....	4	2.3	3	2.5	3	3.1	.....	.....

[1] Including positions where wage was not paid in cash or not all in cash, where child worked for nothing or employer failed to pay, and where he worked for less than one week on piecework or only one day each week.

A larger proportion of the children who secured their first regular positions through friends or relatives than of those who secured them in any other way, as appears in Table 100, received initial weekly wages of $5 or more. Of the positions secured by friends or relatives 18 per cent, while of those secured independently only 16.8 per cent, and of those secured through an employment agency, a school, or a placement bureau only 14.3 per cent, paid these wages. Moreover, in an unusually large proportion of such positions, 12.3 per cent, as compared with only 1.3 per cent of the positions secured independently and 5.4 per cent of those secured through an employment

agency, a school, or a placement bureau, the wages were not paid or not wholly paid in cash or for some other reason could not be classified on a cash basis. If in any of these positions the remuneration amounted to $5 or more the financial advantage of securing positions through friends or relatives over securing them in any other way was even greater than is here represented.

Fifty-two children stated to the bureau agents that their wages had been docked because of attendance at continuation school.

TABLE 99.—*Initial weekly wage in first regular position, by employment before leaving school, and sex; children interviewed.*

Initial weekly wage in first regular position, and sex.	Children who, before leaving school—			
	Worked.		Did not work.	
	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]
Both sexes	324	100.0	499	100.0
Initial wage:				
Under $5	212	65.4	393	78.8
Under $3	10	3.1	32	6.4
$3, under $4	64	19.8	154	30.9
$4, under $5	138	42.6	207	41.5
$5 or over	84	25.9	56	11.2
$5, under $6	68	21.0	47	9.4
$6 or over	16	4.9	9	1.8
Other[2]	20	6.2	43	8.6
Not reported	8	2.5	7	1.4
Boys	280	100.0	197	100.0
Initial wage:				
Under $5	180	64.3	146	74.1
Under $3	8	2.9	4	2.0
$3, under $4	51	18.2	31	15.7
$4, under $5	121	43.2	111	56.3
$5 or over	79	28.2	37	18.8
$5, under $6	66	23.6	31	15.7
$6 or over	13	4.6	6	3.0
Other[2]	16	5.7	11	5.6
Not reported	5	1.8	3	1.5
Girls	44	100.0	302	100.0
Initial wage:				
Under $5	32	.....	247	81.8
Under $3	2	.....	28	9.3
$3, under $4	13	.....	123	40.7
$4, under $5	17	.....	96	31.8
$5 or over	5	.....	19	6.3
$5, under $6	2	.....	16	5.3
$6 or over	3	.....	3	1.0
Other[2]	4	.....	32	10.6
Not reported	3	.....	4	1.3

[1] Not shown where base is less than 50.
[2] Including positions where wage was not paid in cash or not all in cash, where child worked for nothing or employer failed to pay, and where he worked for less than one week on piecework or only one day each week.

CHANGE IN WEEKLY WAGES.

The weekly wages received may have increased or decreased either within the same position or between the time a child took his first regular position and the date of the interview. The increases which occurred without change of position are considered in discussing the

subject of occupations.[77] Those which occurred between the time the children took their first regular positions and the date of the interview are best measured by considering only children who had been at work for one year or more. Those who had been at work a shorter time had hardly had adequate opportunity to obtain an increased wage or to show their value in the industrial world. In Table 101 the increases received by children of the different nativity groups who had been at work for one year or more are compared.

TABLE 100.—*Initial weekly wage in first regular position, by method of securing position and sex; children interviewed.*

Initial weekly wage in first regular position and sex.	Children securing first position by specified method.								
	Friend or relative.		Independently.		Employment offered.		Employment agency, school, placement bureau, etc.		Not reported.
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.[a]	Number.	Per cent distribution.[a]	
Both sexes	406	100.0	316	100.0	38	100.0	56	100.0	7
Initial wage:									
Under $5	277	68.2	253	80.1	27	.....	44	78.6	4
Under $3	18	4.4	16	5.1	5	.....	2	3.6	1
$3, under $4	106	26.1	91	28.8	8	.....	13	23.2	.....
$4, under $5	153	37.7	146	46.2	14	.....	29	51.8	3
$5 or over	73	18.0	53	16.8	6	.....	8	14.3	.....
$5, under $6	63	15.5	43	13.6	3	.....	6	10.7	.....
$6 or over	10	2.5	10	3.2	3	.....	2	3.6	.....
Other [b]	50	12.3	4	1.3	4	.....	3	5.4	2
Not reported	6	1.5	6	1.9	1	.....	1	1.8	1
Boys	212	100.0	186	100.0	31	100.0	43	100.0	5
Initial wage:									
Under $5	130	61.3	136	73.1	21	.....	35	.....	4
Under $3	3	1.4	6	3.2	2	.....	.....	.....	1
$3, under $4	35	16.5	33	17.7	7	.....	7	.....	.....
$4, under $5	92	43.4	97	52.2	12	.....	28	.....	3
$5 or over	57	26.9	46	24.7	6	.....	7	.....	.....
$5, under $6	51	24.1	37	19.9	3	.....	6	.....	.....
$6 or over	6	2.8	9	4.8	3	.....	1	.....	.....
Other [b]	23	10.8	.....	.....	3	.....	.....	.....	1
Not reported	2	.9	4	2.2	1	.....	1	.....	.....
Girls	194	100.0	130	100.0	7	100.0	13	100.0	2
Initial wage:									
Under $5	147	75.8	117	90.0	6	.....	9	.....	.....
Under $3	15	7.7	10	7.7	3	.....	2	.....	.....
$3, under $4	71	36.6	58	44.6	1	.....	6	.....	.....
$4, under $5	61	31.4	49	37.7	2	.....	1	.....	.....
$5 or over	16	8.2	7	5.4	.....	.....	1	.....	.....
$5, under $6	12	6.2	6	4.6	.....	.....	.....	.....	.....
$6 or over	4	2.1	1	.8	.....	.....	1	.....	.....
Other [b]	27	13.9	4	3.1	1	.....	3	.....	1
Not reported	4	2.1	2	1.5	.....	.....	.....	.....	1

[a] Not shown where base is less than 50.
[b] Including positions where wage was not paid in cash or not all in cash, where child worked for nothing or employer failed to pay, and where he worked less than one week on piecework or only one day each week.

[77] See pp. 277 to 280.

TABLE 101.—*Change in weekly wage between first and last regular positions, by nativity of father and nativity and sex of child; children interviewed with industrial histories of one year or over.*

Change in weekly wage between first and last regular position,[1] and sex.	Children with industrial histories of one year or over.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	607	100.0	143	100.0	330	100.0	117	100.0	17
Increase in weekly wage	421	69.4	99	59.2	234	70.9	77	65.8	11
Under $2	255	42.0	56	39.2	142	43.0	50	42.7	7
Under $1	76	12.5	14	9.8	44	13.3	17	14.5	1
$1 under $2	179	29.5	42	29.4	98	29.7	33	28.2	6
$2 and over	166	27.3	43	30.1	92	27.9	27	23.1	4
$2 under $3	97	16.0	29	20.3	55	16.7	12	10.3	1
$3 under $4	49	8.1	12	8.4	23	7.0	11	9.4	3
$4 under $6	17	2.8	1	.7	13	3.9	3	2.6	.....
$6 under $10	2	.3	.....	.....	1	.3	1	.9	.....
$10 or over	1	.2	1	.7	.....	.....	.....	.....	.....
Decrease in weekly wage	36	5.9	7	4.9	18	5.5	9	7.7	2
No change	99	16.3	30	21.0	55	16.7	13	11.1	1
Not reported	51	8.4	7	4.9	23	7.0	18	15.4	3
Boys	341	100.0	88	100.0	190	100.0	51	100.0	12
Increase in weekly wage	238	69.8	57	64.8	137	72.1	34	66.7	10
Under $2	152	44.6	34	38.6	88	46.3	24	47.1	6
Under $1	36	10.6	9	10.2	20	10.5	6	11.8	1
$1 under $2	116	34.0	25	28.4	68	35.8	18	35.3	5
$2 and over	86	25.2	23	26.1	49	25.8	10	19.6	4
$2 under $3	48	14.1	13	14.8	26	13.7	8	15.7	1
$3 under $4	24	7.0	8	9.1	11	5.8	2	3.9	3
$4 under $6	12	3.5	1	1.1	11	5.8	.....	.....	.....
$6 under $10	1	.3	.....	.....	1	.5	.....	.....	.....
$10 or over	1	.3	1	1.1	.....	.....	.....	.....	.....
Decrease in weekly wage	17	5.0	6	6.8	5	2.6	6	11.8	.....
No change	62	18.2	21	23.9	35	18.4	5	9.8	1
Not reported	24	7.0	4	4.5	13	6.8	6	11.8	1
Girls	266	100.0	55	100.0	140	100.0	66	100.0	5
Increase in weekly wage	183	68.8	42	76.4	97	69.3	43	65.2	1
Under $2	103	38.7	22	40.0	54	38.6	26	39.4	1
Under $1	40	15.0	5	9.1	24	17.1	11	16.7	.....
$1 under $2	63	23.7	17	30.9	30	21.4	15	22.7	1
$2 and over	80	30.1	20	36.4	43	30.7	17	25.8	.....
$2 under $3	49	18.4	16	29.1	29	20.7	4	6.1	.....
$3 under $4	25	9.4	4	7.3	12	8.6	9	13.6	.....
$4 under $6	5	1.9	.....	.....	2	1.4	3	4.5	.....
$6 under $10	1	.4	.....	.....	.....	.....	1	1.5	.....
Decrease in weekly wage	19	7.1	1	1.8	13	9.3	3	4.5	2
No change	37	13.9	9	16.4	20	14.3	8	12.1	.....
Not reported	27	10.2	3	5.5	10	7.1	12	18.2	2

[1] Difference between wage in first and last regular position.

The weekly wages of nearly seven-tenths, 69.4 per cent, of all the children who had been at work for as long as a year previous to the interview had increased; those of about one-sixth, 16.3 per cent, had remained stationary; and those of a little over one-twentieth, 5.9 per cent, had decreased. The majority of increases amounted to less than $2, the largest number being in the group $1 but less than $2. Of all the children included over four-tenths, 42 per cent, had received increases of less than $2 in their weekly

wages, and nearly three-tenths, 29.5 per cent, had received increases of $1 but less than $2. On the other hand, 20 children, 3.3 per cent, had received increases of $4 or more.

TABLE 102.—*Change in weekly wage between first and last regular positions, by retardation and sex; children interviewed with industrial histories of one year or over.*

Change in weekly wage between first and last regular positions[1] and sex.	Children who, on leaving school, had completed, for their ages—									
	A higher grade than normal.		A normal grade.		A lower grade than normal.					Not reported.
					Total.		One or two grades lower than normal.		Three or more grades lower than normal.	
	Number.	Per cent distribution.[2]	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.		
Both sexes	112	100.0	308	100.0	181	100.0	165	100.0	16	6
Increase in weekly wage	87	77.7	224	72.7	107	59.1	95	57.6	12	3
Under $2	52	46.4	131	42.5	71	39.2	63	38.2	8	1
Under $1	14	12.5	42	13.6	19	10.5	16	9.7	3	1
$1 under $2	38	33.9	89	28.9	52	28.7	47	28.5	5	.....
$2 and over	35	31.3	93	30.2	36	19.9	32	19.4	4	2
$2 under $3	18	16.1	58	18.8	21	11.6	18	10.9	3	.....
$3 under $4	12	10.7	24	7.8	11	6.1	10	6.1	1	2
$4 under $6	4	3.6	10	3.2	3	1.7	3	1.8	.....	.....
$6 under $10	1	.9	1	.3	.....	.....	.....	.....	.....	.....
$10 or over	.....	.....	.....	.....	1	.6	1	.6	.....	.....
Decrease in weekly wage	1	.9	21	6.8	14	7.7	14	8.5	.....	.....
No change	15	13.4	43	14.0	40	22.1	37	22.4	3	1
Not reported	9	8.0	20	6.5	20	11.0	19	11.5	1	2
Boys	68	100.0	171	100.0	99	100.0	93	100.0	6	3
Increase in weekly wage	54	79.4	123	71.9	60	60.6	54	58.1	6	1
Under $2	31	45.6	77	45.0	43	43.4	39	41.9	4	1
Under $1	6	8.8	19	11.1	10	10.1	9	9.7	1	1
$1 under $2	25	36.8	58	33.9	33	33.3	30	32.3	3	.....
$2 and over	23	33.8	46	26.9	17	17.2	15	16.1	2	.....
$2 under $3	10	14.7	29	17.0	9	9.1	7	7.5	2	.....
$3 under $4	8	11.8	11	6.4	5	5.1	5	5.4	.....	.....
$4 under $6	4	5.9	6	3.5	2	2.0	2	2.2	.....	.....
$6 under $10	1	1.5	.....	.....	.....	.....	.....	.....	.....	.....
$10 or over	.....	.....	.....	.....	1	1.0	1	1.1	.....	.....
Decrease in weekly wage	.....	.....	10	5.8	7	7.1	7	7.5	.....	.....
No change	10	14.7	29	17.0	22	22.2	22	23.7	.....	1
Not reported	4	5.9	9	5.3	10	10.1	10	10.8	.....	1
Girls	44	100.0	137	100.0	82	100.0	72	100.0	10	3
Increase in weekly wage	33	.....	101	73.7	47	57.3	41	56.9	6	2
Under $2	21	.....	54	39.4	28	34.1	24	33.3	4	.....
Under $1	8	.....	23	16.8	9	11.0	7	9.7	2	.....
$1 under $2	13	.....	31	22.6	19	23.2	17	23.6	2	.....
$2 and over	12	.....	47	34.3	19	23.2	17	23.6	2	2
$2 under $3	8	.....	29	21.2	12	14.6	11	15.3	1	.....
$3 under $4	4	.....	13	9.5	6	7.3	5	6.9	1	2
$4 under $6	.....	.....	4	2.9	1	1.2	1	1.4	.....	.....
$6 under $10	.....	.....	1	.7	.....	.....	.....	.....	.....	.....
Decrease in weekly wage	1	.....	11	8.0	7	8.5	7	9.7	.....	.....
No change	5	.....	14	10.2	18	22.0	15	20.8	3	.....
Not reported	5	.....	11	8.0	10	12.2	9	12.5	1	1

[1] Difference between wage in first and last regular position.
[2] Rate not shown where base is less than 50.

Not only was the proportion of girls whose wages had increased nearly as high as that of boys, 68.8 per cent as compared with 69.8 per cent, but the proportion receiving increases of $2 or over was higher, 30.1 as compared with 25.2 per cent. This was in spite of the fact

that a larger proportion of the girls than of the boys failed to report on this point. Nevertheless, decreases had occurred in the wages of a larger proportion of the girls than of the boys, 7.1 per cent as compared with 5 per cent.

Increases of $2 or more were received by a larger proportion, 30.1 per cent, of the native children of native fathers than of the native children of foreign-born fathers, 27.9 per cent, and by a larger proportion of the latter than of the foreign-born children, 23.1 per cent. It should be noted, however, in considering these figures, that only 4.9 per cent of the native children whose fathers also were native, as compared with 7 per cent of those whose fathers were foreign born and with 15.4 per cent of the foreign-born children, failed to make a report as to whether their wages had increased or decreased. Nevertheless, even if these children were excluded, the same relationship would exist between the three groups as to increases of $2 or more. Moreover, the report that their wages had been stationary was made by 21 per cent of the native children of native fathers and by only 16.7 per cent of the native children of foreign-born fathers and 11.1 per cent of the foreign-born children. Decreases were reported by only 4.9 per cent of the native children of native fathers as compared with 5.5 per cent of the native children of foreign-born fathers and with 7.7 per cent of the foreign-born children. Apparently it is safe to conclude that in the matter of wage increases the immigrant children are not so well off as those whose fathers were immigrants, and the latter are not so well off as the children of native fathers.

According to Table 102, the wages of a decidedly larger proportion of the children who had completed higher grades than normal, 77.7 per cent, than of those in any other group increased between their first regular positions and the date of interview; next came the children from normal grades, 72.7 per cent of whom received wage increases; and last came the retarded children, only 59.1 per cent of whom received higher wages in their last than in their first regular positions. Moreover, the wages of only one child from a higher grade than normal decreased, whereas decreases were noted in the wages of 6.8 per cent of the children from normal grades and of 7.7 per cent of those from lower grades than normal. Almost one-fourth, 22.1 per cent, of the retarded children reported no change in wages, as compared with only 14 per cent of the normal children and 13.4 per cent of the advanced children.

The increase in weekly wages amounted to $2 or more for 31.3 per cent of the advanced children, 30.2 per cent of the children from normal grades, and only 19.9 per cent of the retarded children. It was as much as $1 but less than $2 for about one-third, 33.9 per cent, of the advanced children, as compared with 28.9 per cent of the normal and 28.7 per cent of the retarded children.

TABLE 103.—*Change in weekly wage between first and last regular positions, by steadiness at work and sex; children interviewed with industrial histories of one year or over.*

Change in weekly wage,[1] and sex.	Children of specified steadiness at work.						
	Class A[2]—Steady.		Class B[2]—Active		Class C[2]—Restless.		Class D[2]—Unsteady.[3]
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	191	100.0	200	100.0	182	100.0	34
Increase in weekly wage	146	76.4	137	68.5	119	65.4	19
Under $2	88	46.1	79	39.5	75	41.2	13
Under $1	23	12.0	24	12.0	23	12.6	6
$1, under $2	65	34.0	55	27.5	52	28.6	7
$2 or over	58	30.4	58	29.0	44	24.2	6
$2, under $3	33	17.3	34	17.0	26	14.3	4
$3, under $4	20	10.5	14	7.0	13	7.1	2
$4, under $6	4	2.1	9	4.5	4	2.2	.....
$6, under $10	.....	.....	1	.5	1	.5	.....
$10 or over	1	.5	.....	.....	.....	.....	.....
Decrease in weekly wage	1	.5	16	8.0	14	7.7	5
No change	40	20.9	29	14.5	24	13.2	6
Not reported	4	2.1	18	9.0	25	13.7	4
Boys	109	100.0	120	100.0	97	100.0	15
Increase in weekly wage	86	78.9	83	69.2	64	66.0	5
Under $2	58	53.2	47	39.2	44	45.4	3
Under $1	11	10.1	13	10.8	11	11.3	1
$1, under $2	47	43.1	34	28.3	33	34.0	2
$2 or over	28	25.7	36	30.0	20	20.6	2
$2, under $3	16	14.7	17	14.2	14	14.4	1
$3, under $4	9	8.3	11	9.2	3	3.1	1
$4, under $6	2	1.8	7	5.8	3	3.1	.....
$6, under $10	.....	.....	1	.8	.....	.....	.....
$10 or over	1	.9	.....	.....	.....	.....	.....
Decrease in weekly wage	.....	.....	7	5.8	7	7.2	3
No change	21	19.3	20	16.7	16	16.5	5
Not reported	2	1.8	10	8.3	10	10.3	2
Girls	82	100.0	80	100.0	85	100.0	19
Increase in weekly wage	60	73.2	54	67.5	55	64.7	14
Under $2	30	36.6	32	40.0	31	36.5	10
Under $1	12	14.6	11	13.8	12	14.1	5
$1, under $2	18	22.0	21	26.3	19	22.4	5
$2 or over	30	36.6	22	27.5	24	28.2	4
$2, under $3	17	20.7	17	21.3	12	14.1	3
$3, under $4	11	13.4	3	3.8	10	11.8	1
$4, under $6	2	2.4	2	2.5	1	1.2	.....
$6, under $10	.....	.....	.....	.....	1	1.2	.....
Decrease in weekly wage	1	1.2	9	11.3	7	8.2	2
No change	19	23.2	9	11.3	8	9.4	1
Not reported	2	2.4	8	10.0	15	17.6	2

[1] Difference between wage in the first and the last regular position.
[2] Class A consists of children who each held during work histories of 1 year or more 1 position only; class B consists of children who held on an average new positions at a rate less than 1 for every 6 months and more than 1 for every 12 months of their work histories; class C consists of children who held on an average new positions at a rate less than 1 position for every 3 months and more than 1 for every 6 months of their work histories; class D consists of children who held on an average new positions at a rate more than 1 position for every 3 months of their work histories.
[3] Rate not shown where base is less than 50.

The steady workers—that is, the children who held only one position within a period of one year or more—were more likely, according to Table 103, than were other children, to receive increases in wages. Their increases, too, were in general more substantial than were those of other children. Over three-fourths, 76.4 per cent, of the children classed as "steady," as compared with only 68.5 per cent of those

classed as "active" and 65.4 per cent of those classed as "restless," received wage increases. Only one "steady" child, but 16 "active" and 14 "restless" children, reported decreases in their weekly wages. Increases of $2 or more were reported by 30.4 per cent of the "steady" children and by 29 per cent of the "active" and 24.2 per cent of the "restless" children. The "active" boys, however, showed a larger proportion of such increases than did any other group, 30 per cent, as compared with 25.7 per cent for the "steady" boys and with 20.6 per cent for the "restless" boys. This correlation of industrial advance, as measured by changes in wages between the first regular position and the date of the interview, with steadiness in employment should be considered, of course, in connection with the fact shown in Table 102, that this advance was also greatest among the children who were ahead and least among those children who were behind in their school work. The larger proportion of wage increases and of substantial increases among the "steady" workers may be due in part to the fact, shown in Table 91, that the "steady" children were less likely than any other group to be retarded in their school work. Nevertheless, it appears probable that, in general, frequent shifting about from one position to another does not as often lead to wage advancement as does remaining, at least for considerable periods of time, in one position.

AVERAGE EARNINGS.

The average monthly earnings of the interviewed children who had been at work for one year or more, as appears in Table 104, were $16.68—very little higher than those of the children who had been at work less than one year, $16.62. Even this slight difference, however, appears to suggest that the wages of children tend to rise slightly with increased industrial experience,[78] for the percentage of unemployment was somewhat higher for children who had been at work one year or more than for those who had been at work for a shorter period, 14.4 as compared with 13.3.

The boys had higher monthly earnings than the girls, the average for the boys who had been at work more than a year being $17.90 and that for the girls $15.06. The average monthly earnings of the girls increased, however, from $14.23 received by girls who had been at work less than a year to $15.06 received by girls who had been at work more than a year. On the other hand, the average monthly earnings of boys who had been at work less than a year were higher, $18, than of boys who had been at work more than a year, $17.90. This difference between the two groups of boys is doubtless due to the fact, shown in Table 92, that the percentage of unemployment among boys who had been at work less than a year, as might be

[78] The children interviewed were so nearly the same age when they began work that it was not possible to discover any influence of age over wages.

TABLE 104.—*Average monthly earnings, by length of industrial history, nativity of father, and nativity and sex of child; children interviewed.*

Nativity of father and nativity and sex of child.	Average monthly earnings [1] of— Children who had been at work less than 1 year.	Children who had been at work 1 year or over.
Both sexes	$16.62	$16.68
Both fathers and children native	17.29	16.77
Fathers foreign born	16.53	16.57
Children native	16.26	16.79
Children foreign born	17.04	15.95
Nativity of fathers not reported	14.53	18.64
Boys	18.00	17.90
Both fathers and children native	17.74	18.44
Fathers foreign born	18.30	17.63
Children native	17.91	17.83
Children foreign born	19.24	16.91
Nativity of fathers not reported	.....	19.21
Girls	14.23	15.06
Both fathers and children native	16.38	13.98
Fathers foreign born	13.80	15.30
Children native	13.10	15.36
Children foreign born	14.74	15.15

[1] Not shown where base is less than 100 months of work histories.

expected from the fact that they were all employed at the beginning of the period under consideration, was less than that among boys who had been at work more than a year, 10.4 as compared with 12.4. But, contrary to this expectation, the girls who had been at work less than a year were unemployed for a larger proportion of their time than were those who had been at work more than a year, 18.4 per cent as compared with 17 per cent, and this difference is reflected in their lower average earnings. The girls as a whole appear to have had a tendency, with greater length of industrial experience, to become more steady workers, and therefore to secure higher earnings than when fresh from school.

The foreign-born boys, who, as already shown,[79] began with higher initial wages than any other group, seem to have been unable, primarily because of unemployment, to keep this lead. Those who had been at work less than a year received higher average monthly earnings than any other group, $19.24, but the average monthly earnings of those who had been at work for over a year were lower than for any other group of boys, only $16.91. As will be seen from Table 92, this was largely due to an increase in unemployment from 8.8 per cent for the boys with shorter to 16.9 per cent for those with longer work histories; but in part it was due to the fact already mentioned[80] that the weekly wage rates did not increase as much for the foreign-born as for other children.

[79] See Table 95, p. 195.
[80] See Table 101, p. 202.

The highest average monthly earnings received by any group of children who had been at work more than a year were received by the native boys whose fathers were also natives, $18.44. The lowest, $13.98, were received by the girls of this same nativity group. These girls, as already pointed out, were unemployed for not far from one-fourth, 22.9 per cent, of their time. Yet the average earnings of the girls of this nativity group who had been at work less than a year were $16.38, and they were unemployed, according to Table 92, only 11.8 per cent of their time. The native daughters of native fathers evidently did not share in the tendency shown by the whole group of girls to become more steady workers with greater length of experience, but their influence was not sufficient to counteract the decided tendency of both the other groups of girls—the native daughters of foreign-born fathers and the foreign-born daughters of foreign-born fathers.

The girls, as will be remembered, gave economic reasons for leaving school more frequently than did the boys. Table 105 shows that the average monthly earnings of girls who gave economic reasons for leaving school were somewhat higher than those of girls who gave other reasons. The girls who had been at work more than a year and who had stated that they left school because of economic need in their families, received average monthly earnings of $15.04 as compared with $14.78 received by those who had given other reasons for leaving school. The average monthly earnings of the boys who left school for economic reasons and who had been at work for a year or more were lower, however, than those of boys who left for other reasons, $17.17 as compared with $18.34.

TABLE 105.—*Average monthly earnings, by length of industrial history, reason for leaving school, and sex; children interviewed.*

Reason for leaving school, and sex.	Average monthly earnings [1] of—	
	Children who had been at work less than 1 year.	Children who had been at work 1 year or over.
Both sexes	$16.62	$16.68
Economic reasons	16.37	16.06
Other reasons	17.15	17.05
Not reported	15.22	17.49
Boys	18.00	17.90
Economic reasons	17.56	17.17
Other reasons	18.80	18.34
Not reported	15.59	17.96
Girls	14.23	15.06
Economic reasons	14.82	15.04
Other reasons	13.44	14.78
Not reported	.....	16.74

[1] Not shown where base is less than 100 months of work histories.

TABLE 106.—*Average monthly earnings, by length of industrial history, retardation, and sex; children interviewed.*

Retardation and sex.	Average monthly earnings [1] of— Children who had been at work less than 1 year.	Children who had been at work 1 year or over.
Both sexes	$16.62	$16.68
Having completed:		
A higher grade than normal	16.14	17.34
A normal grade	17.03	17.24
A lower grade than normal	16.05	15.35
One or two grades lower than normal	16.02	15.20
Three or more grades lower than normal	16.15	16.81
Not reported	.....	16.54
Boys	18.00	17.90
Having completed:		
A higher grade than normal	18.09	19.35
A normal grade	18.79	18.28
A lower grade than normal	16.70	16.39
One or two grades lower than normal	16.79	16.25
Three or more grades lower than normal	.....	18.22
Not reported	.....	.....
Girls	14.23	15.06
Having completed:		
A higher grade than normal	13.83	14.11
A normal grade	13.39	15.87
A lower grade than normal	15.11	14.07
One or two grades lower than normal	14.65	13.83
Three or more grades lower than normal	16.09	15.83
Not reported	.....	.....

[1] Not shown where base is less than 100 months of work histories.

Of the children who had been at work for a year or more those who were advanced in their school work, according to Table 106, received, in general, slightly higher average monthly earnings, $17.34, than did those who were normal, $17.24, and the latter received decidedly higher earnings than did those who were retarded, $15.35. This is doubtless due, in part, to the differences in percentages of unemployment shown in Table 93. But as the same relationship was found in the matter of initial wages and also in that of increase in wages, it can not be due entirely to unemployment. The low percentage of unemployment among the children who were three or more grades below normal, however, doubtless accounts for the fact that the average monthly earnings of these children were $16.81, while the earnings of the children who were retarded only one or two grades were $15.20.

The boys of the different groups as regards standing in school showed the same tendency as both sexes combined, although the differences were greater and the wages higher. But the average monthly earnings of the girls from normal grades were higher, $15.87, than those of the girls from grades higher than normal, $14.11, and the latter were only a trifle higher than the $14.07 received by

retarded girls. The high percentage of unemployment among the advanced girls, which has already been noted, seems sufficient explanation for their failure to follow the general rule.

The tendency for wages to rise with increased industrial experience was found mainly among the children who were advanced in their school work. The average monthly earnings of children from higher grades than normal who had been at work for one year or more were $1.20 more than those of the same class of children who had been at work less than one year. At the same time the percentage of unemployment was much greater for the former group of children than for the latter, 13.7, as compared with only 9.7. For the children from normal grades the difference in earnings was only 21 cents, but for this group also the amount of unemployment was greater, though much less markedly so, 12.8 per cent as compared with 11.4 per cent, for the children who had been at work a year or more than for those who had been at work for a shorter period.

TABLE 107.—*Average monthly earnings, by length of industrial history, steadiness at work, and sex; children interviewed.*

Steadiness at work,[1] and sex.	Average monthly earnings of [2]— Children who had been at work less than 1 year.	Children who had been at work 1 year or over.
Both sexes	$16.62	$16.68
Class A—Steady	.....	19.54
Class B—Active	.....	16.64
Class C—Restless	15.63	14.85
Class D—Unsteady	13.49	10.71
Class E—Indeterminate	18.85	.....
Boys	18.00	17.90
Class A—Steady	.....	20.60
Class B—Active	.....	17.82
Class C—Restless	17.45	15.57
Class D—Unsteady	14.42	15.07
Class E—Indeterminate	19.99	.....
Girls	14.23	15.06
Class A—Steady	.....	18.15
Class B—Active	.....	14.78
Class C—Restless	12.82	13.98
Class D—Unsteady	.....	7.30
Class E—Indeterminate	16.79	.....

[1] Class A consists of children who each held during work histories of 1 year or more 1 position only. Class B consists of children who held on an average new positions at a rate less than 1 for every 6 months and more than 1 for every 12 months of their work histories. Class C consists of children who held on an average new positions at a rate less than 1 position for every 3 months and more than 1 for every 6 months of their work histories. Class D consists of children who held on an average new positions at a rate more than 1 position for every 3 months of their work histories. Class E consists of children who each held a single position which had not terminated at the end of a work history record of less than 1 year's duration.
[2] Not shown where base is less than 100 months of work histories.

Exactly the opposite tendency, however—that is, for wages to fall with increased industrial experience—was found among the retarded children. The average monthly earnings of retarded children who had been at work for one year or more were actually

70 cents lower than those of retarded children who had been at work for less than one year, yet the proportions of time unemployed were 17.2 per cent and 16.7 per cent, respectively—less difference than for any other group of children.

It should be noted that the children whose standing in school was not reported and who had been at work less than one year had the highest average monthly earnings of any group, $20.93. These children, as will be remembered,[81] came from vocational, prevocational, disciplinary, and other special schools which made unusual efforts to place their pupils.

Decided differences, shown in Table 107, were found between the average monthly earnings of the "steady," "active," "restless," and "unsteady" workers who had been at work for a year or more, differences corresponding to those found in the percentages of time unemployed of these four groups. Thus the average monthly earnings of the "steady" workers who were unemployed, according to Table 94, only 2.7 per cent of their time were nearly twice as high, $19.54, as those, $10.71, of the "unsteady" workers who were unemployed 34.9 per cent of their time. The average monthly earnings of the "unsteady" girls, who were unemployed more than two-fifths, 42.6 per cent, of their time were only $7.30, while those of the "steady" girls, who were unemployed only 4.7 per cent of their time, were $18.15. Less difference was found among the boys. Even the "unsteady" boys made on an average $15.07 a month, almost three-fourths as much as the "steady" boys, who made an average of $20.60; and, as has already been noted, the "unsteady" boys were unemployed 25.1 per cent of their time, as compared with only 1.1 per cent of unemployment for the "steady" boys.

HOURS OF LABOR.

The hours worked weekly by the children interviewed, as appears in Table 108, were 48 or less in over four-fifths, 81.3 per cent, of their positions. These hours include periods of attendance at continuation school which are supposed to be deducted from the 48 hours permitted by law. Many of the positions here considered, however, were held during vacation and others were held before the continuation school was started or before the child had been assigned to a class. In nearly two-fifths, 39.1 per cent, of their positions, these children worked exactly 48 hours, and in not far from two-fifths, 37.8 per cent, between 36 and 48 hours. But in 15.3 per cent of their positions they worked over 48 hours—in 6.4 per cent over 54 hours. To what extent these positions involved violations of the law limiting the hours of labor of children under 16 to 8 a day and 48 a week in most occupations[a] will be considered later.[b]

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[81] See p. 182. [a] Acts of 1913, ch. 831, sec. 8. [b] See pp. 322 to 331.

The law also requires that, to be excused from school attendance, a child must be employed for at least six hours a day.[82] Yet in 84 positions, or 4.3 per cent of the entire number, these children were employed for less than 36 hours a week. The entire subject of violations of the law relating to hours of labor, however, is considered later, as also that of the hours worked in the various occupations.

TABLE 108.—*Hours weekly, by sex of child; regular positions held by children interviewed.*

Hours weekly and sex of child.	Regular positions.					
	All positions.		First position.		Last position.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	1,943	100.0	823	100.0	823	100.0
Hours weekly:						
48 hours or under	1,579	81.3	679	82.5	711	86.4
Under 12	12	0.6	4	0.5	1	0.1
12 under 24	19	1.0	9	1.1	3	0.4
24 under 36	53	2.7	24	2.9	16	1.9
36 under 48	735	37.8	317	38.5	346	42.0
48 even	760	39.1	325	39.5	345	41.9
Over 48 hours	297	15.3	126	15.3	102	12.4
Under 54	172	8.9	75	9.1	67	8.1
54 or over	125	6.4	51	6.2	35	4.3
Not reported	67	3.4	18	2.2	10	1.2
Boys	1,093	100.0	477	100.0	477	100.0
Hours weekly:						
48 hours or under	858	78.5	379	79.5	402	84.3
Under 12	8	0.7	3	0.6	.....	.....
12 under 24	15	1.4	8	1.7	2	0.4
24 under 36	37	3.4	15	3.1	13	2.7
36 under 48	409	37.4	183	38.4	207	43.4
48 even	389	35.6	170	35.6	180	37.7
Over 48 hours	199	18.2	86	18.0	68	14.3
Under 54	114	10.4	52	10.9	45	9.4
54 or over	85	7.8	34	7.1	23	4.8
Not reported	36	3.3	12	2.5	7	1.5
Girls	850	100.0	346	100.0	346	100.0
Hours weekly:						
48 hours or under	721	84.8	300	86.7	309	89.3
Under 12	4	0.5	1	0.3	1	0.3
12 under 24	4	0.5	1	0.3	1	0.3
24 under 36	16	1.9	9	2.6	3	0.9
36 under 48	326	38.4	134	38.7	139	40.2
48 even	371	43.6	155	44.8	165	47.7
Over 48 hours	98	11.5	40	11.6	34	9.8
Under 54	58	6.8	23	6.6	22	6.4
54 or over	40	4.7	17	4.9	12	3.5
Not reported	31	3.6	6	1.7	3	0.9

In a larger proportion of positions held by boys than by girls, 18.2 per cent as compared with 11.5 per cent, the hours were over 48 a week, but in a smaller proportion, 35.6 per cent as compared with 43.6 per cent, they were exactly 48. That the hours of the girls were more likely to be standardized than those of the boys is again shown by the fact that in only 2.9 per cent of the positions

[82] Acts of 1913, ch. 831, sec. 8.

held by girls as compared with 5.5 per cent of those held by boys were the hours less than 36 a week.

TABLE 109.—*Hours weekly, by nativity of father and nativity and sex of child; regular positions held by children interviewed.*

Hours weekly and sex.	Regular positions.							
	Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.	
			Children native.		Children foreign born.			
	Number.	Per cent distribution.	Number	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.[1]
Both sexes	459	100.0	998	100.0	426	100.0	60	100.0
Hours weekly:								
48 hours or under	383	83.4	822	82.4	325	76.3	49	81.7
Under 12	4	.9	6	.6	2	.5	.....	.....
12 under 24	5	1.1	10	1.0	4	.9	.....	.....
24 under 36	18	3.9	27	2.7	5	1.2	3	5.0
36 under 48	167	36.4	382	38.2	169	39.7	17	28.3
48 even	189	41.2	397	39.8	145	34.0	29	48.3
Over 48 hours	62	13.5	142	14.2	84	19.7	9	15.0
Over 48 under 54	36	7.8	84	8.4	46	10.8	6	10.0
54 or over	26	5.7	58	5.8	38	8.9	3	5.0
Not reported	14	3.1	34	3.4	17	4.0	2	3.3
Boys	272	100.0	579	100.0	200	100.0	42	100.0
Hours weekly:								
48 hours or under	231	84.9	458	79.1	133	66.5	36	.....
Under 12	1	.4	6	1.0	1	.5	.....	.....
12 under 24	3	1.1	10	1.7	2	1.0	.....	.....
24 under 36	13	4.8	18	3.1	3	1.5	3	.....
36 under 48	111	40.8	219	37.8	64	32.0	15	.....
48 even	103	37.9	205	35.4	63	31.5	18	.....
Over 48 hours	37	13.6	101	17.4	55	27.5	6	.....
Over 48 under 54	21	7.7	62	10.7	27	13.5	4	.....
54 or over	16	5.9	39	6.7	28	14.0	2	.....
Not reported	4	1.5	20	3.5	12	6.0	.....	.....
Girls	187	100.0	419	100.0	226	100.0	18	100.0
Hours weekly:								
48 hours or under	152	81.3	364	86.9	192	85.0	13	.....
Under 12	3	1.6	.....	.....	1	.4	.....	.....
12 under 24	2	1.1	.....	.....	2	.9	.....	.....
24 under 36	5	2.7	9	2.1	2	.9	.....	.....
36 under 48	56	29.9	163	38.9	105	46.5	2	.....
48 even	86	46.0	192	45.8	82	36.3	11	.....
Over 48 hours	25	13.4	41	9.8	29	12.8	3	.....
Over 48 under 54	15	8.0	22	5.3	19	8.4	2	.....
54 or over	10	5.3	19	4.5	10	4.4	1	.....
Not reported	10	5.3	14	3.3	5	2.2	2	.....

[1] Not shown where base is less than 50.

The children appear to have been more likely to work both shorter and longer hours than contemplated by law in their first than in their last positions. In their first positions 4.5 per cent but in their last positions only 2.4 per cent of them worked less than 36 hours. Moreover, in their first positions 15.3 per cent but in their last positions only 12.4 per cent worked over 48 hours. These differences were accompanied by correspondingly larger proportions who worked exactly 48 hours, and especially who worked from 36 to 48 hours in their last positions.

TABLE 110.—*Hours weekly, by initial weekly wage and*

Hours weekly and sex.	Regular positions showing specified initial weekly wage.							
	Under $5.							
	Total.		Under $3.		$3 under $4.		$4 under $5.	
	Number.	Per cent distribution.	Number.	Per cent distribution.[2]	Number.	Per cent distribution.[2]	Number.	Per cent distribution.[2]
Both sexes	1,302	100.0	103	100.0	413	100.0	786	100.0
Hours weekly:								
48 hours or under	1,117	85.8	79	76.7	355	86.0	683	86.9
Under 12	3	0.2	3	2.9	.....	.....	.....	.....
12 under 24	17	1.3	11	10.7	3	.7	.3	.4
24 under 36	32	2.5	9	8.7	13	3.1	10	1.3
36 under 48	494	37.9	30	29.1	151	36.6	313	39.8
48 even	571	43.9	26	25.2	188	45.5	357	45.4
Over 48 hours	168	12.9	18	17.5	51	12.3	99	12.6
Under 54	107	8.2	8	7.8	29	7.0	70	8.9
54 or over	61	4.7	10	9.7	22	5.3	29	3.7
Not reported	17	1.3	6	5.8	7	1.7	4	0.5
Boys	660	100.0	39	100.0	135	100.0	486	100.0
Hours weekly:								
48 hours or under	542	82.1	27	.....	104	77.0	411	84.6
Under 12	1	.2	1	.....	.....	.....	.....	.....
12 under 24	13	2.0	8	.....	2	1.5	3	.6
24 under 36	22	3.3	7	.....	8	5.9	7	1.4
36 under 48	254	38.5	6	.....	53	39.3	195	40.1
48 even	252	38.2	5	.....	41	30.4	206	42.4
Over 48 hours	108	16.4	7	.....	28	20.7	73	15.0
Under 54	65	9.8	.....	.....	15	11.1	50	10.3
54 or over	43	6.5	7	.....	13	9.6	23	4.7
Not reported	10	1.5	5	.....	3	2.2	2	.4
Girls	642	100.0	64	100.0	278	100.0	300	100.0
Hours weekly:								
48 hours or under	575	89.6	52	81.3	251	90.3	272	90.7
Under 12	2	.3	2	3.1	.....	.....	.....	.....
12 under 24	4	.6	3	4.7	1	0.4	.....	.....
24 under 36	10	1.6	2	3.1	5	1.8	3	1.0
36 under 48	240	37.4	24	37.5	98	35.3	118	39.3
48 even	319	49.7	21	32.8	147	52.9	151	50.3
Over 48 hours	60	9.3	11	17.2	23	8.3	26	8.7
Under 54	42	6.5	8	12.5	14	5.0	20	6.7
54 or over	18	2.8	3	4.7	9	3.2	6	2.0
Not reported	7	1.1	1	1.6	4	1.4	2	.7

Both boys and girls showed this tendency toward larger proportions of last positions than of first positions where the hours were either exactly 48 or between 36 and 48 a week.

Table 109 shows that the hours were more than 48 a week in over one-fourth, 27.5 per cent, of all the positions held by foreign-born boys, as compared with not much more than one-sixth, 17.4 per cent, of those held by native boys whose fathers were foreign born and with scarcely over one-eighth, 13.6 per cent, of those held by the sons of native fathers. In 13.5 per cent of all the positions held by foreign-born boys the hours were over 48 but under 54, and in 14 per cent they were over 54 a week. The long hours may account for the higher wages received by the foreign-born boys in their first positions.

sex; regular positions held by children interviewed.

Regular positions showing specified initial weekly wage.										Hours weekly and sex.
$5 or over.						Other.[1]		Not reported.		
Total.		$5 under $6.		$6 or over.						
Number.	Per cent distribution.[2]	Number.	Per cent distribution.[2]	Number.	Per cent distribution.[2]	Number.	Per cent distribution.[2]	Number.	Per cent distribution.[2]	
465	100.0	325	100.0	140	100.0	127	100.0	49	100.0	Both sexes.
										Hours weekly:
362	77.8	259	79.7	103	73.6	80	63.0	20	.....	48 hours or under.
.....	.....	.....	.....	.....	.....	9	7.1	.....	.....	Under 12.
.....	.....	.....	.....	.....	.....	2	1.6	.....	.....	12 under 24.
11	2.4	6	1.8	5	3.6	10	7.9	.....	.....	24 under 36.
196	42.2	148	45.5	48	34.3	35	27.6	10	.....	36 under 48.
155	33.3	105	32.3	50	35.7	24	18.9	10	.....	48 even.
95	20.4	60	18.5	35	25.0	28	22.0	6	.....	Over 48 hours.
57	12.3	37	11.4	20	14.3	5	3.9	3	.....	Under 54.
38	8.2	23	7.1	15	10.7	23	18.1	3	.....	54 or over.
8	1.7	6	1.8	2	1.4	19	15.0	23	.....	Not reported.
355	100.0	249	100.0	106	100.0	57	100.0	21	100.0	Boys.
										Hours weekly:
265	74.6	189	75.9	76	71.7	42	73.7	9	.....	48 hours or under.
.....	.....	.....	.....	.....	.....	7	12.3	.....	.....	Under 12.
.....	.....	.....	.....	.....	.....	2	3.5	.....	.....	12 under 24.
10	2.8	5	2.0	5	4.7	5	8.8	.....	.....	24 under 36.
133	37.5	104	41.8	29	27.4	15	26.3	7	.....	36 under 48.
122	34.4	80	32.1	42	39.6	13	22.8	2	.....	48 even.
82	23.1	54	21.7	28	26.4	8	14.0	1	.....	Over 48 hours.
47	13.2	32	12.9	15	14.2	2	3.5	.....	.....	Under 54.
35	9.9	22	8.8	13	12.3	6	10.5	1	.....	54 or over.
8	2.3	6	2.4	2	1.9	7	12.3	11	.....	Not reported.
110	100.0	76	100.0	34	100.0	70	100.0	28	100.0	Girls.
										Hours weekly:
97	88.2	70	92.1	27	.....	38	54.3	11	.....	48 hours or under.
.....	.....	.....	.....	.....	.....	2	2.9	.....	.....	Under 12.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 under 24.
1	.9	1	1.3	.....	.....	5	7.1	.....	.....	24 under 36.
63	57.3	44	57.9	19	.....	20	28.6	3	.....	36 under 48.
33	30.0	25	32.9	8	.....	11	15.7	8	.....	48 even.
13	11.8	6	7.9	7	.....	20	28.6	5	.....	Over 48 hours.
10	9.1	5	6.6	5	.....	3	4.3	3	.....	Under 54.
3	2.7	1	1.3	2	.....	17	24.3	2	.....	54 or over.
.....	.....	.....	.....	.....	.....	12	17.1	12	.....	Not reported.

[1] Including positions where support or meals were given as part or whole of wage; also positions where child worked for nothing or employer failed to pay; and where he worked for less than one week on piece-work or only one day a week.

[2] Rate not shown where base is less than 50.

Of the positions held by foreign-born girls, however, only about one-eighth, 12.8 per cent, required over 48 hours of work a week—even less than of those held by native girls whose fathers were also native, 13.4 per cent, but more than of those held by native girls whose fathers were foreign born, 9.8 per cent. The foreign-born girls also showed a greater tendency than the native to secure positions where the hours were from 36 to 48, while the native girls tended to secure positions where the hours were exactly 48. Of all the positions held by foreign-born girls 46.5 per cent, as compared with 38.9 per cent of those held by native girls of foreign parentage and with only 29.9

per cent of those held by native girls of native parentage, required as much as 36 but less than 48 hours a week. On the other hand, in only 36.3 per cent of the positions held by foreign-born girls, as compared with 45.8 per cent of those held by native girls whose fathers were foreign-born and with 46 per cent of those held by native girls whose fathers were also native, were the hours exactly 48 a week.

The hours worked in different positions naturally affected the wages paid. Thus the hours were over 48 a week, according to Table 110, in only about one-eighth, 12.9 per cent, of the positions in which the wages were less than $5 a week, but in about one-fifth, 20.4 per cent, of those in which the wages were $5 or more. At the same time the hours were less than 24 a week in considerably more than one-eighth, 13.6 per cent, of the positions paying less than $3, but in none of those paying more than $5 a week. In positions where the wages were $6 or more, as might be expected, the hours were rarely less than 36, but in one-fourth, 25 per cent, of these positions they were over 48 a week. The tendency among the girls and the boys was practically the same. In more than half the positions in which girls received from $3 to $5 a week they worked exactly 48 hours; but it is interesting to note that in over one-sixth, 17.2 per cent, of the positions in which girls earned less than $3 a week they worked over 48 hours. In this case, however, the numbers involved are small. Roughly speaking, the higher rates of wages were paid for comparatively long hours and the lower rates for comparatively short hours of labor.

REASONS FOR LEAVING POSITIONS.

Table 111 shows that, of the positions for which reason for leaving was reported, not far from two-fifths, 38 per cent, of those left by children for whom continuation-school records were used, and over two-fifths, 42.5 per cent, of those left by children who were interviewed were terminated because the children were "laid off." This does not mean necessarily that the children who held these positions were incompetent or troublesome, for children were often discharged because the work was temporary, because business was dull, because the employer failed or sold out his business, and for a variety of other reasons. On the other hand, 37.5 per cent of the positions terminated by continuation-school children and 37.8 per cent of those terminated by interviewed children were for some reason not satisfactory to the children themselves. Not all these positions were left voluntarily, for many children would not like to state that they had been discharged and would complain instead of wages, or hours, or the kind of work, or would merely say that they disliked the work or the place.

The information as to reasons for leaving positions obtained from the interviewed children is probably more accurate than that obtained from the continuation-school children. This greater degree of accuracy

is doubtless reflected in the higher proportion of positions from which the children were "laid off." It is probably also reflected in the differences between the two groups in the proportions of positions left because the children disliked the work or the place and because they secured better, or merely other, places. Of the positions left by continuation-school children, 14.8 per cent, as compared with only 9.9 per cent of those left by interviewed children, were terminated because of dislike of the work or the place. On the other hand, only 7.3 per cent of those left by continuation-school children, as compared with 13.1 per cent of those left by interviewed children, were reported as terminated because better positions had been secured. The continuation-school record on this point was made when the child applied for a certificate, and, as he always had another position at that time, he evidently often gave his reason for hunting the new place, instead of the fact that he had it, as his reason for leaving his former position. The interviewed child, on the other hand, was questioned carefully to ascertain whether he had secured the new position before actually leaving the old one and, if he had done so, this fact, instead of his reasons for dissatisfaction, was given as the cause of leaving.

TABLE 111.—*Reason for leaving position, by sex; comparison of positions held by children interviewed and by children in Boston continuation school.*

Reason for leaving position.	Regular positions held by children in Boston continuation school.						Regular positions held by children interviewed (Boston).					
	Both sexes.		Boys.		Girls.		Both sexes.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All positions	7,381	.....	4,134	.....	3,247	.....	1,943	.....	1,093	.....	850	.....
Positions left	3,324	100.0	1,742	100.0	1,582	100.0	1,136	100.0	627	100.0	509	100.0
Reason for leaving:												
Laid off	1,264	38.0	476	27.3	788	49.8	483	42.5	231	36.8	252	49.5
Position not satisfactory	1,245	37.5	807	46.3	438	27.7	429	37.8	262	41.8	167	32.8
Disliked work or place	491	14.8	315	18.1	176	11.1	112	9.9	64	10.2	48	9.4
Low wages	283	8.5	132	7.6	151	9.5	93	8.2	46	7.3	47	9.2
Work too hard or hours long	230	6.9	174	10.0	56	3.5	75	6.6	51	8.1	24	4.7
Secured better position	241	7.3	186	10.7	55	3.5	149	13.1	101	16.1	48	9.4
Continuation school	49	1.5	31	1.8	18	1.1	25	2.2	16	2.6	9	1.8
Returned to school	194	5.8	127	7.3	67	4.2	20	1.8	13	2.1	7	1.4
Other reasons	455	13.7	264	15.2	191	12.1	179	15.8	105	16.7	74	14.5
Not employed [1]	117	3.5	37	2.1	80	5.1	.....	.....	.....	.....	.....	.....
Positions not left or reason not reported	4,057	.....	2,392	.....	1,665	.....	807	.....	466	.....	341	.....

[1] Employer did not keep promise of employment or child decided not to take position.

In one respect, the group of children interviewed is not typical of all children who left school to go to work, for it contains an abnormally small proportion of children who left positions in order to return to school. This was natural in view of the fact that these children were all at work on the date of the interview; but it may be due in part to the fact that children who went to work soon after becoming 14, as so large a proportion of these children did, were less likely to return to school than were children who did not go to work until later. Both groups of children worked during school term before they were 16; that is, neither group included children who were merely vacation workers, but it may be that the continuation-school group included some children who went to work with the distinct intention of returning to school within a short time.

Girls were much more likely than boys to be "laid off." If the cases in which the reason for leaving was not reported are disregarded, as is done in Table 111, about half, 49.5 per cent, of the positions left by girls who were interviewed and practically the same proportion, 49.8 per cent, of those left by girls for whom continuation-school records were used were terminated for this reason. Only a little over one-third, 36.8 per cent, of those held by boys who were interviewed, and a decidedly smaller proportion, only 27.3 per cent, of those held by boys for whom continuation-school records were used were terminated for this reason. The differences between the percentages for the two groups of boys may indicate that the boys more often than the girls admitted that they had been laid off only when closely questioned. A much larger proportion of the positions held by girls than of those held by boys, however, were for temporary work, particularly in mercantile establishments. Table 112 shows that although from only one-fifth, 20.4 per cent, of the positions left by boys the children were laid off because the work was temporary, because business was dull, or for reasons not assigned, this group of causes accounted for the termination of nearly two-fifths, 38.7 per cent, of the positions left by girls. At the same time it accounted for about seven-tenths, 69.4 per cent, of all the positions from which children were "laid off."

Twenty-five children, 16 boys and 9 girls, stated to bureau agents that they had lost positions because they had been obliged to attend continuation school.

TABLE 112.—*Reason for leaving position, by nativity of father and nativity and sex of child; regular positions held by children interviewed.*

Reason for leaving position and sex.	Regular positions.								
	All children.		Both fathers and children native.		Fathers foreign-born.				Nativity of father not reported; children native.[1]
					Children native.		Children foreign-born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	1,943	.....	459	.....	998	.....	426	.....	60
Positions left [2]	1,170	100.0	272	100.0	598	100.0	268	100.0	32
Reason for leaving:									
Laid off	483	41.3	114	41.9	258	43.1	98	36.6	13
Work temporary, business dull, or reason not given	335	28.6	83	30.5	184	30.8	61	22.8	7
Business sold out or employer failed	64	5.5	11	4.0	33	5.5	18	6.7	2
For other reasons	84	7.2	20	7.4	41	6.9	19	7.1	4
Position not satisfactory	429	36.7	98	36.0	226	37.8	93	34.7	12
Disliked work or place	112	9.6	32	11.8	55	9.2	23	8.6	2
No advancement	13	1.1	4	1.5	8	1.3	1	.4	.....
Low wages	93	7.9	13	4.8	56	9.4	24	9.0	.....
Work too hard, hours long	75	6.4	24	8.8	35	5.9	14	5.2	2
Secured better position	136	11.6	25	9.2	72	12.0	31	11.6	8
Continuation school	25	2.1	5	1.8	12	2.0	7	2.6	1
Returned to school	20	1.7	3	1.1	11	1.8	6	2.2	.....
Other reasons	179	15.3	45	16.5	74	12.4	54	20.1	6
Not reported	34	2.9	7	2.6	17	2.8	10	3.7	.....
Positions not left	773	.....	187	.....	400	.....	158	.....	28
Boys	1,093	.....	272	.....	579	.....	200	.....	42
Positions left [2]	646	100.0	155	100.0	342	100.0	129	100.0	20
Reason for leaving:									
Laid off	231	35.8	46	29.7	136	39.8	42	32.6	7
Work temporary, business dull, or reason not given	132	20.4	24	15.5	86	25.1	20	15.5	2
Business sold out or employer failed	41	6.3	7	4.5	22	6.4	10	7.8	2
For other reasons	58	9.0	15	9.7	28	8.2	12	9.3	3
Position not satisfactory	262	40.6	69	44.5	136	39.8	48	37.2	9
Disliked work or place	64	9.9	19	12.3	34	9.9	9	7.0	2
No advancement	10	1.5	3	1.9	6	1.8	1	.8	.....
Low wages	46	7.1	9	5.8	26	7.6	11	8.5	.....
Work too hard, hours long	51	7.9	17	11.0	21	6.1	11	8.5	2
Secured better position	91	14.1	21	13.5	49	14.3	16	12.4	5
Continuation school	16	2.5	3	1.9	9	2.6	3	2.3	1
Returned to school	13	2.0	.....	.....	8	2.3	5	3.9	.....
Other reasons	105	16.3	32	20.6	44	12.9	26	20.2	3
Not reported	19	2.9	5	3.2	9	2.6	5	3.9	.....
Positions not left	447	.....	117	.....	237	.....	71	.....	22
Girls	850	.....	187	.....	419	.....	226	.....	18
Positions left [2]	524	100.0	117	100.0	256	100.0	139	100.0	12
Reason for leaving:									
Laid off	252	48.1	68	58.1	122	47.7	56	40.3	6
Work temporary, business dull, or reason not given	203	38.7	59	50.4	98	38.3	41	29.5	5
Business sold out or employer failed	23	4.4	4	3.4	11	4.3	8	5.8	.....
For other reasons	26	5.0	5	4.3	13	5.1	7	5.0	1
Position not satisfactory	167	31.9	29	24.8	90	35.2	45	32.4	3
Disliked work or place	48	9.2	13	11.1	21	8.2	14	10.1	.....
No advancement	3	.6	1	.9	2	.8	.....	.....	.....
Low wages	47	9.0	4	3.4	30	11.7	13	9.4	.....
Work too hard, hours long	24	4.6	7	6.0	14	5.5	3	2.2	.....
Secured better position	45	8.6	4	3.4	23	9.0	15	10.8	3
Continuation school	9	1.7	2	1.7	3	1.2	4	2.9	.....
Returned to school	7	1.3	3	2.6	3	1.2	1	.7	.....
Other reasons	74	14.1	13	11.1	30	11.7	28	20.1	3
Not reported	15	2.9	2	1.7	8	3.1	5	3.6	.....
Positions not left	326	.....	70	.....	163	.....	87	.....	6

[1] Rate not shown where base is less than 50.

[2] In this table "Not reported" is included under "Positions left," whereas in Table 111, which includes also the continuation-school children, the cases in which the reason for leaving was not reported were combined with those in which the position had not been left.

Complaint of too hard work or too long hours, according to the same table, accounted for the termination of 6.4 per cent of all the positions held by interviewed children, 7.9 per cent of those held by boys, and only 4.6 per cent of those held by girls. In other words, in about one-sixth of all the cases in which positions were not satisfactory the reason given was that the physical demands were excessive. Although the large proportion of girls who were "laid off" means smaller proportions who left positions for all other reasons, it is natural that excessive physical demands should be mentioned more frequently by boys than by girls, for boys are more frequently employed for comparatively heavy work. It was given in a larger proportion of cases, 8.8 per cent, by native children of native fathers than by either native children of foreign-born fathers, 5.9 per cent, or foreign-born children, 5.2 per cent.

Both groups of native children showed larger proportions of positions from which the children were laid off because the work was temporary, because business was dull, or for some unassigned reason than did the foreign-born children. The percentages for both sexes were 30.5, 30.8, and 22.8, respectively, and they were considerably larger for girls than for boys. Over half, 50.4 per cent, of the positions left by native girls whose fathers also were native were terminated for one of these reasons, as compared with 38.3 per cent of those left by native girls whose fathers were foreign-born and with 29.5 per cent of those left by foreign-born girls. These differences were doubtless due entirely to the differences to be discussed later in the occupations entered by the three nativity groups.

Native boys whose fathers also were native appear to have left because their positions were not satisfactory more frequently than did native boys whose fathers were foreign born, and the latter terminated their positions more frequently for this reason than did foreign-born boys. Of all positions left by the first group 44.5 per cent, of those left by the second 39.8 per cent, and of those left by the third 37.2 per cent were ended because they were considered unsatisfactory. Because of the large proportion of girls of native parentage who were laid off, other reasons were given less frequently by girls of this group. Dissatisfaction with their positions was given as a reason for leaving by less than one-fourth, 24.8 per cent, of them, as compared with over one-third, 35.2 per cent, of the native girls whose fathers were foreign-born and with nearly one-third, 32.4 per cent, of the foreign-born girls.

The frequency with which native girls of native parentage were laid off also accounts for the fact that in so few cases, only 3.4 per cent, as compared with 9 per cent for native girls of foreign parentage and 10.8 per cent for foreign-born girls, were they able to leave one position because they had secured another which they believed to be

TABLE 113.—*Reason for leaving position, by retardation and sex of child; regular positions held by children interviewed.*

Reason for leaving position and sex.	Regular positions held by children who, on leaving school, had completed for their ages—										
	A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.
					Total.		One or two grades lower than normal.		Three or more grades lower than normal.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.[1]	
Both sexes	307	.....	923	.....	687	.....	602	.....	85	.....	26
Positions left	177	100.0	533	100.0	444	100.0	392	100.0	52	100.0	16
Reason for leaving:											
Laid off	79	44.6	232	43.5	167	37.6	154	39.3	13	25.0	5
Work temporary, business dull, or reason not given	62	35.0	171	32.1	99	22.3	89	22.7	10	19.2	3
Business sold out or employer failed	6	3.4	27	5.1	29	6.5	26	6.6	3	5.8	2
For other reasons	11	6.2	34	6.4	39	8.8	39	9.9	.....	.....	.....
Position not satisfactory	60	33.9	177	33.2	186	41.9	160	40.8	26	50.0	6
Disliked work or place	17	9.6	49	9.2	46	10.4	41	10.5	5	9.6	.....
No advancement	3	1.7	4	.8	6	1.4	6	1.5	.....	.....	.....
Low wages	7	4.0	33	6.2	51	11.5	46	11.7	5	9.6	2
Work too hard, hours long	14	7.9	28	5.3	33	7.4	26	6.6	7	13.5	.....
Secured better position	19	10.7	63	11.8	50	11.3	41	10.5	9	17.3	4
Continuation school	4	2.3	15	2.8	6	1.4	5	1.3	1	1.9	.....
Returned to school	7	4.0	7	1.3	6	1.4	4	1.0	2	3.8	.....
Other reasons	19	10.7	85	15.9	70	15.8	60	15.3	10	19.2	5
Not reported	8	4.5	17	3.2	9	2.0	9	2.3	.....	.....	.....
Positions not left	130	.....	390	.....	243	.....	210	.....	33	.....	10
Boys	181	.....	510	.....	385	.....	344	.....	41	.....	17
Positions left	101	100.0	281	100.0	254	100.0	226	100.0	28	100.0	10
Reason for leaving:											
Laid off	37	36.6	97	34.5	95	37.4	90	39.8	5	.....	2
Work temporary, business dull, or reason not given	27	26.7	57	20.3	48	18.9	44	19.5	4	.....	.....
Business sold out or employer failed	4	4.0	15	5.3	20	7.9	19	8.4	1	.....	2
For other reasons	6	5.9	25	8.9	27	10.6	27	11.9	.....	.....	.....
Position not satisfactory	41	40.6	114	40.6	103	40.6	89	39.4	14	.....	4
Disliked work or place	9	8.9	34	12.1	21	8.3	18	8.0	3	.....	.....
No advancement	3	3.0	2	.7	5	2.0	5	2.2	.....	.....	.....
Low wages	4	4.0	18	6.4	23	9.1	22	9.7	1	.....	1
Work too hard, hours long	9	8.9	18	6.4	24	9.4	19	8.4	5	.....	.....
Secured better position	16	15.8	42	14.9	30	11.8	25	11.1	5	.....	3
Continuation school	4	4.0	9	3.2	3	1.2	3	1.3	.....	.....	.....
Returned to school	5	5.0	4	1.4	4	1.6	2	.9	2	.....	.....
Other reasons	11	10.9	49	17.4	41	16.1	34	15.0	7	.....	4
Not reported	3	3.0	8	2.8	8	3.1	8	3.5	.....	.....	.....
Positions not left	80	.....	229	.....	131	.....	118	.....	13	.....	7
Girls	126	.....	413	.....	302	.....	258	.....	44	.....	9
Positions left	76	100.0	252	100.0	190	100.0	166	100.0	24	100.0	6
Reason for leaving:											
Laid off	42	55.3	135	53.6	72	37.9	64	38.6	8	.....	3
Work temporary, business dull, or reason not given	35	46.1	114	45.2	51	26.8	45	27.1	6	.....	3
Business sold out or employer failed	2	2.6	12	4.8	9	4.7	7	4.2	2	.....	.....
For other reasons	5	6.6	9	3.6	12	6.3	12	7.2	.....	.....	.....
Position not satisfactory	19	25.0	63	25.0	83	43.7	71	42.8	12	.....	2
Disliked work or place	8	10.5	15	6.0	25	13.2	23	13.9	2	.....	.....
No advancement	.....	.....	2	.8	1	.5	1	.6	.....	.....	.....
Low wages	3	3.9	15	6.0	28	14.7	24	14.5	4	.....	1
Work too hard, hours long	5	6.6	10	4.0	9	4.7	7	4.2	2	.....	.....
Secured better position	3	3.9	21	8.3	20	10.5	16	9.6	4	.....	1
Continuation school	.....	.....	6	2.4	3	1.6	2	1.2	1	.....	.....
Returned to school	2	2.6	3	1.2	2	1.1	2	1.2	.....	.....	.....
Other reasons	8	10.5	36	14.3	29	15.3	26	15.7	3	.....	1
Not reported	5	6.6	9	3.6	1	.5	1	.6	.....	.....	.....
Positions not left	50	.....	161	.....	112	.....	92	.....	20	.....	3

[1] Not shown where base is less than 50.

more satisfactory. In this boys appear to have been much more successful than girls, native boys whose fathers also were native somewhat less so than native boys whose fathers were foreign-born, but both more so than foreign-born boys. For in 13.5 per cent of the cases in which native boys of native parentage left positions they had previously secured employment elsewhere, whereas for native boys of foreign parentage this percentage was 14.3 and for foreign-born boys 12.4.

Children from higher grades than normal, doubtless because of the particular type of occupations entered by the girls of this group as will be seen later,[83] were somewhat more likely than children from normal grades and decidedly more likely than retarded children, according to Table 113, to be laid off.

Children from higher grades were laid off in 44.6 per cent, those from normal grades in 43.5 per cent, and those from grades lower than normal in only 37.6 per cent of all cases in which they left positions. That this was due primarily at least to the occupations entered by girls is suggested by the fact that retarded boys were laid off in a larger proportion of cases,3 7.4 per cent, than advanced boys, 36.6 per cent, or than normal boys, 34.5 per cent. Retarded girls, on the other hand, were laid off from only 37.9 per cent of their positions—about the same proportion as boys of this group—as compared with 53.6 per cent of the positions held by normal girls and 55.3 per cent of those held by advanced girls.

The advanced and normal children, as already pointed out,[84] received higher initial wages and more wage advances than did the retarded children. It is, therefore, not surprising to find that retarded children were more likely than the other two groups to leave positions because of low wages. Not far from one-eighth, 11.5 per cent, of the positions left by retarded children, as compared with only 4 per cent of those left by children who had completed higher grades than normal and 6.2 per cent of those from normal grades, were terminated for this reason. The differences between advanced, normal, and retarded girls, as regards termination of position on account of low wages, though showing the same tendency, were more marked than the differences between the same groups of boys.

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[83] See Table 122, pp. 248-249 and Table 135, pp. 282-283.

[84] See Table 98, p. 199 and Table 102, p. 203.

TABLE 114.—*Reason for leaving position, by steadiness at work and sex of child; regular positions held by children interviewed.*

Reason for leaving regular positions and sex.	Regular positions held by children of specified steadiness at work.[1]							
	Class A (steady).	Class B (active).		Class C (restless).		Class D (unsteady).		Class E (indeterminate).
		Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Positions held by both sexes	190	438	.....	896	.....	328	.....	91
Positions left	10	242	100.0	644	100.0	274	100.0	.....
Reason for leaving:								
Laid off	3	90	37.2	266	41.3	124	45.3	.....
Work temporary, business dull, or reason not given	1	62	25.6	183	28.4	89	32.5	.....
Business sold out or employer failed	1	14	5.8	31	4.8	18	6.6	.....
For other reasons	1	14	5.8	52	8.1	17	6.2	.....
Position not satisfactory	1	100	41.3	245	38.0	83	30.3	.....
Disliked work or place	.....	30	12.4	64	9.9	18	6.6	.....
No advancement	.....	4	1.7	3	.5	6	2.2	.....
Low wages	1	13	5.4	53	8.2	26	9.5	.....
Work too hard, hours long	.....	13	5.4	49	7.6	13	4.7	.....
Secured better position	.....	40	16.5	76	11.8	20	7.3	.....
Continuation school	.....	5	2.1	11	1.7	9	3.3	.....
Returned to school	.....	7	2.9	11	1.7	2	.7	.....
Other reasons	6	39	16.1	96	14.9	38	13.9	.....
Not reported	.....	1	.4	15	2.3	18	6.6	.....
Positions not left	180	196	.....	252	.....	54	.....	91
Positions held by boys	108	262	.....	502	.....	164	.....	57
Positions left	3	143	100.0	361	100.0	139	100.0	.....
Reason for leaving:								
Laid off	1	46	32.2	136	37.7	48	34.5	.....
Work temporary, business dull, or reason not given	.....	29	20.3	76	21.1	27	19.4	.....
Business sold out or employer failed	1	6	4.2	22	6.1	12	8.6	.....
For other reasons	.....	11	7.7	38	10.5	9	6.5	.....
Position not satisfactory	.....	65	45.5	145	40.2	52	37.4	.....
Disliked work or place	.....	18	12.6	37	10.2	9	6.5	.....
No advancement	.....	3	2.1	1	.3	6	4.3	.....
Low wages	.....	5	3.5	26	7.2	15	10.8	.....
Work too hard, hours long	.....	11	7.7	32	8.9	8	5.8	.....
Secured better position	.....	28	19.6	49	13.6	14	10.1	.....
Continuation school	.....	5	3.5	6	1.7	5	3.6	.....
Returned to school	.....	3	2.1	10	2.8	.....	.....	.....
Other reasons	2	23	16.1	57	15.8	23	16.5	.....
Not reported	.....	1	.7	7	1.9	11	7.9	.....
Positions not left	105	119	.....	141	.....	25	.....	57
Positions held by girls	82	176	.....	394	.....	164	.....	34
Positions left	7	99	100.0	283	100.0	135	100.0	.....
Reason for leaving:								
Laid off	2	44	44.4	130	45.9	76	56.3	.....
Work temporary, business dull, or reason not given	1	33	33.3	107	37.8	62	45.9	.....
Business sold out or employer failed	.....	8	8.1	9	3.2	6	4.4	.....
For other reasons	1	3	3.0	14	4.9	8	5.9	.....
Position not satisfactory	1	35	35.4	100	35.3	31	23.0	.....
Disliked work or place	.....	12	12.1	27	9.5	9	6.7	.....
No advancement	.....	1	1.0	2	.7	.....	.....	.....
Low wages	1	8	8.1	27	9.5	11	8.1	.....
Work too hard, hours long	.....	2	2.0	17	6.0	5	3.7	.....
Secured better position	.....	12	12.1	27	9.5	6	4.4	.....
Continuation school	.....	.....	.....	5	1.8	4	3.0	.....
Returned to school	.....	4	4.0	1	.4	2	1.5	.....
Other reasons	4	16	16.2	39	13.8	15	11.1	.....
Not reported	.....	.....	.....	8	2.8	7	5.2	.....
Positions not left	75	77	.....	111	.....	29	.....	34

[1] Class A consists of children who each held during work histories of 1 year or more 1 position only; class B consists of children who held on an average new positions at a rate less than 1 for every 6 months and more than 1 for every 12 months of their work histories; class C consists of children who held on an average new positions at a rate less than 1 position for every 3 months and more than 1 for every 6 months of their work histories; class D consists of children who held on an average new positions at a rate more than 1 position for every 3 months of their work histories; class E consists of children who each held a single position which had not terminated at the end of a work history record of less than 1 year's duration.

The children of the four different groups, the "steady," "active," "restless," and "unsteady" workers, showed decided differences in their reasons for leaving. Table 114 shows that all but 10 of the 190 positions held by "steady" children were still held at the date of the interview. For this group of children, therefore, the number of positions left is entirely too small to justify any conclusion. But the "unsteady" workers showed a greater tendency to be laid off than the "restless" workers, and the latter than the "active" workers. From 45.3 per cent of the positions left by "unsteady" workers they were laid off; while the corresponding percentage for "restless" workers was 41.3, and for "active" workers only 37.2.

On the other hand, 41.3 per cent of the positions left by "active" workers, as compared with 38 per cent of those left by "restless" workers, and with only 30.3 per cent of those left by "unsteady" workers, were terminated because for some reason the work was not satisfactory. Although "low wages" was most frequently given as a cause of dissatisfaction by the "unsteady" workers and least frequently by the "active" workers, this tendency was more than counterbalanced by the greater tendency of the "active" workers to give other reasons, particularly the securing of a better position, why their positions were not satisfactory. About one-sixth, 16.5 per cent, of the positions left by "active" workers, as compared with about one-ninth, 11.8 per cent, of those left by "restless" and with only 7.3 per cent of those left by "unsteady" workers, were terminated because the children had secured new places, which they believed, at least, to be better. This greater tendency of children who changed their positions less frequently to secure new places before leaving the old may in part account for their smaller percentages already noted of time unemployed.

The tendency as regards reasons for leaving positions was slightly different among the three groups of boys. As has been seen, boys were much less frequently laid off from their positions than were girls. But a larger proportion, 37.7 per cent, of positions terminated by "restless" boys than by any other group were ended in this way. On the other hand, the "unsteady" girls showed decidedly the largest proportion, 56.3 per cent, of positions thus ended. Nearly two-fifths, 19.6 per cent, of the positions terminated by "active" boys, as compared with 13.6 per cent of those terminated by "restless" and with 10.1 per cent by "unsteady" boys were left because the boys had secured better positions.

The reasons for leaving positions, however, are so closely connected with the character of the occupations that before any very satisfactory conclusions can be drawn from them it is necessary to consider what occupations were entered by the boys and girls of the different groups.

OCCUPATIONS.

A thorough study of children's occupations was not possible in connection with this inquiry, partly because of the wide variety of positions and the small number of children doing any one specific task. This condition is characteristic of any large city with diversified industries in which no one type of child-employing industry is largely represented, but practically all types are present. Another reason why no such study was attempted was because an investigation of that kind would necessarily involve careful descriptions of the work performed,[85] and both physical and mental examinations of a large number of children to determine its effects, as well as a study of a variety of environmental conditions. It probably should also include the following up for a number of years of the group of children studied in order to secure information as to their physical and industrial histories. Such a thorough study of children's occupations is much needed.

For the purpose of tabulation, it was necessary to make a broad, general classification of the occupations engaged in by the children included in this study. No complete industrial classification was attempted, but so far as possible the occupations involving similar labor conditions were grouped together. The children classed as factory operatives, for example, were all engaged in typical manufacturing occupations. Those employed in factories but not engaged in actual production—for example, messengers and labelers—were classed under the general heading, "Clerical occupations, wrapping, selling, and delivery of goods," along with children from other types of establishments engaged in the same kind of work.

Under "factory and mechanical occupations," however, "factory operatives" were carefully distinguished from "apprentices and helpers" in skilled trades; and under "factory operatives" certain kinds of factories which employed unusually large numbers of children were distinguished from the others. The group "clerical occupations, wrapping, selling, and delivery of goods" was divided into five classes, "office work," "cash and messenger work in department stores," "selling," "packing, wrapping, labeling, and shipping room work," and "messenger, errand, and delivery work." The last two designations necessarily include positions in a wide variety of industries,

[85] A few tentative studies of work processes were made in order to estimate the difficulties involved, but not enough was done in this line to justify any conclusions, and these studies were not followed up by physical examinations of the children.

which, though involving considerable variations in external circumstances, possess essential likenesses in their more fundamental characteristics.[86]

Of all the positions held by children who took out certificates in the four cities of this survey, according to Table 115 about one-third, 33 per cent, were for factory and mechanical occupations, and not far from two-thirds, 63.5 per cent, for clerical occupations, wrapping, selling, and delivery of goods. Only 3 per cent of these positions were for personal and domestic occupations. An even smaller proportion, 2.6 per cent, were for work, included under factory and mechanical occupations, as apprentices and helpers in skilled trades.

TABLE 115.—*Occupation, by sex of child; comparison of positions held by children interviewed with those held by children in Boston continuation school and with those held by children issued certificates in four cities.*

Occupation.	Per cent distribution: [a] All positions held by—											
	Children issued certificates.						Children in the Boston continuation school.			Children interviewed (Boston).		
	All cities.			Boston.								
	Both sexes.	Boys.	Girls.	Both sexes.	Boys	Girls.	Both sexes.	Boys.	Girls.	Both sexes.	Boys.	Girls.
All occupations	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Personal and domestic occupations	3.0	2.2	3.9	3.0	2.2	4.1	2.7	2.1	3.6	4.6	3.5	6.0
Personal service (other than servants in the home)	2.0	2.1	1.9	1.9	2.0	1.8	1.6	1.9	1.3	2.4	3.2	1.3
House and home work	1.0	.2	2.1	1.1	.2	2.2	1.1	.2	2.3	2.2	.3	4.7
Factory and mechanical occupations	33.0	20.7	48.9	33.6	20.5	49.9	31.1	16.9	49.2	30.3	15.1	49.8
Factory operative	30.4	16.6	48.3	31.0	16.5	49.3	29.0	13.6	48.6	29.0	12.8	49.8
Shoe factory	8.9	5.3	13.5	10.4	6.3	15.7	10.1	5.5	15.9	10.2	6.3	15.3
Clothing factory and other needle trades	5.8	.6	12.7	6.8	.7	14.5	7.2	.6	15.7	9.5	.7	20.8
Textile mill	3.0	1.6	4.9	3.5	1.9	5.5	3.2	1.7	5.1	2.7	2.0	3.6
Candy factory	.8	.4	1.4	.8	.3	1.3	.7	.2	1.2	1.0	.....	2.2
Other factory	11.8	8.8	15.8	9.4	7.2	12.2	7.8	5.6	10.6	5.5	3.8	7.8
Apprentice and helper—skilled trades	2.6	4.0	.6	2.6	4.1	.7	2.1	3.3	.5	1.3	2.3	.....
Clerical occupations, wrapping, selling, and delivery of goods	63.5	76.2	47.0	62.8	76.4	45.8	65.8	80.4	47.2	64.2	79.8	44.2
Office work	7.3	9.4	4.6	7.4	9.6	4.7	6.0	7.8	3.7	5.2	6.7	3.3
Cash and messenger work — department store	12.4	8.6	17.3	14.0	9.6	19.5	14.3	7.1	23.4	11.0	5.0	18.6
Packing, wrapping, labeling, and shipping room work	6.8	2.4	12.4	4.8	2.0	8.3	4.4	1.5	8.0	5.4	3.1	8.2
Selling	4.1	4.1	4.3	4.0	3.8	4.1	2.9	2.5	3.3	3.9	3.9	3.9
Messenger work, errand, and delivery	32.8	51.7	8.3	32.7	51.4	9.2	38.3	61.4	8.8	38.8	61.0	10.2
All other occupations	.5	.8	.1	.5	.7	.1	.4	.6	.1	.9	1.6	.....
Not reported	.1	.2	.1	.1	.1	.1	.....	.....	.....	.1	.1	.....

[a] For the figures on which these percentages are based see Appendix Table I, p. 359. The per cent is not shown where less than one-tenth of 1 per cent.

[86] The specific occupations included under each designation in the tables are shown in the Appendix, pp. 362 to 363.

Because of differences in industrial opportunities the occupations of the children who took out certificates in Boston alone differed somewhat from those of the children who took out certificates in the four cities combined. A slightly larger proportion of the positions in Boston than of those in the four cities combined was found in the group of factory and mechanical occupations and a slightly smaller proportion in that of clerical occupations, wrapping, selling, and delivery of goods. Of the Boston positions 10.4 per cent, as compared with only 8.9 per cent of the positions in the four cities, were for work as operatives in shoe factories. Boston led also in the proportions of positions in clothing factories and in textile mills. The only other differences worthy of note between the occupational distribution of positions held by children in Boston and in the four cities combined are the larger proportion in Boston, 14 per cent as compared with 12.4 per cent, of positions for cash and messenger work in department stores, and the smaller proportion in Boston, 4.8 per cent as compared with 6.8 per cent, of positions for packing, wrapping, labeling, and shipping room work. None of these differences, however, is sufficiently significant to invalidate the Boston figures alone as representative, in general, of the occupational distribution of children's positions in the larger industrial unit.

In the figures based on the continuation-school records a new feature enters, for the children in this group had all left school for work, whereas a considerable number of those in the certificate record group worked only during vacations. The differences in occupational distribution of vacation and regular positions, however, will be considered later. Here it is necessary to state only that a smaller proportion of the positions held by the continuation-school children, 31.1 per cent, were for work in factory and mechanical occupations, and a larger proportion, 65.8 per cent, for work in clerical occupations, wrapping, selling, and delivery of goods, and that a similar difference was found in the positions held by the children interviewed.

The information in regard to occupations for the certificate and continuation school groups of children was obtained from the promises of employment signed by employers and brought to the certificate office by the children. Only certificated positions, therefore, were included. The occupation designations given on the promises of employment were often vague and sometimes inaccurate. In one establishment, at least, most of the promises of employment were made out for one occupation, though children were employed in a number of different processes. To a considerable extent, however, the broad groups into which the occupations are classified prevent these inaccuracies from causing errors in the conclusions.

For the children interviewed the information was secured by questioning the child as to the occupations in which he had been actually engaged, and uncertificated as well as certificated positions were included. Nevertheless the differences between the proportions of positions held in the different occupations by the children for whom continuation-school records were used and by those who were interviewed are slight. A larger proportion of the latter positions than of the former, 4.6 per cent as compared with 2.7 per cent, were for personal and domestic occupations—a difference which is probably accounted for by the inclusion for the interviewed children of uncertificated positions. The same fact may account for the somewhat larger proportion, 9.5 per cent as compared with 7.2 per cent, of positions in clothing factories and other needle trades among those held by the children who were interviewed. On the other hand the smaller proportion, 1.3 per cent as compared with 2.1 per cent, of positions as apprentices and helpers in skilled trades is probably due to more accurate description by the children of the actual work performed. It is safe to say that the information as to occupations obtained from the children is considerably more accurate than that obtained from the promises of employment.

As to the representative character of the schedule data concerning occupations the differences between the two groups are so slight that it seems safe to assume that, with one exception, the children interviewed are typical in their occupations of all the working children of Boston. This one exception is in positions for cash and messenger work in department stores. At the time of this study continuation-school classes were conducted in a number of large department stores in Boston, but no children from these classes were interviewed. As a result the schedule group includes none of the children who were employed in any of these large stores at the time the schedule study was made. To a limited extent, moreover, this omission probably diminished the proportion of interviewed children employed by department stores in their first positions, for some of the children may have held only one position and others may have merely gone from one of the big department stores to another.

In regard to the children employed in the different occupations facts were secured which were designed to answer certain definite questions. To what extent, for example, do the occupations of boys differ from those of girls, or the occupations of foreign-born children from those of native children or those of native children of foreign parentage from those of native children of native parentage? Do the ages of children at taking out their first certificates, their school standing, or the methods by which they secured their positions affect the occupations they enter? How do the occupations of vacation workers differ from those of children who have left school? How frequently

are occupations changed without change of position? How long do children work, and what are their hours and wages and increases in wages in the different occupations? What reasons do they give for leaving positions involving the various kinds of work? In considering the answers to all these questions it must, of course, be kept constantly in mind, not only that the occupations which these children could enter were limited by law, but that in many, if not most, cases they had no real choice but simply took the first position which they could secure without thought of "picking and choosing."

SEX.

The boys showed a greater tendency than did the girls to go into the group of occupations included under the general designation "clerical occupations, wrapping, selling, and delivery of goods." Of all the certificates taken out for this group of occupations in the four cities, according to Table 116,[88] 67.8 per cent were for boys, although boys held only 56.5 per cent of the certificates taken out for all positions. The preponderance of boys in this group was due entirely to their employment in office work and in messenger, errand, and delivery work. Nearly three-fourths, 72.7 per cent, of the certificates held by children for office work, and almost nine-tenths, 89 per cent, of those held for messenger, errand, and delivery work were taken out by boys. The proportion of selling positions held by boys was nearly as high, 55.3 per cent, as the proportion of all positions, 56.5 per cent. Boys took out only about two-fifths, 39.3 per cent, of the certificates for cash and messenger work in department stores and only one-fifth, 20 per cent, of those for "packing, wrapping, labeling, and shipping-room work."

The girls, on the other hand, showed a greater tendency than did the boys, not only to go into cash and messenger work in department stores and into "packing, wrapping, labeling, and shipping-room work," but also to become factory operatives. Nearly seven-tenths, 69.1 per cent, of the certificates held for work in factories were taken out by girls. They held about two-thirds, 66.2 per cent, of the shoe factory positions, over seven-tenths, 70.7 per cent, of those in textile mills, and nearly three-fourths, 73.9 per cent, of those in candy factories. The greatest preponderance of girls was found, however, in positions as operatives in clothing factories and other needle trades, where they held nearly 19 out of every 20, 94.3 per cent, of all the positions. In the entire group of factory and mechanical occupations, however, the preponderance of girls was less than in any of these subdivisions. This was due in part to the fact that they held a smaller proportion, only 58.1 per cent, of the positions in "other factories." But to a considerable extent it was due to the decided preponderance

[88] The figures on which the percentages given in this table are based will be found in Appendix Table I, p. 359.

of boys in positions as apprentices and helpers in skilled trades Only about one-tenth, 10.6 per cent, of the certificates held for work of this kind were taken out by girls.

TABLE 116.—*Sex, by occupation; comparison of positions held by children interviewed with those held by children in Boston continuation school and with those held by children issued certificates in four cities.*

Occupation.	Per cent[1] of positions held by—							
	Children issued certificates.				Children in Boston continuation school.		Children interviewed (Boston).	
	All cities.		Boston.					
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
All occupations	56.5	43.5	55.6	44.4	56.0	44.0	56.3	43.7
Personal and domestic occupations	42.6	57.4	40.5	59.5	42.6	57.4	42.7	57.3
Personal service (other than servants in the home)	59.3	40.7	58.1	41.9	65.3	34.7	.....	.....
House and home work	8.8	91.3	9.9	90.1	8.6	91.4	.....	.....
Factory and mechanical occupations	35.4	64.6	34.0	66.0	30.5	69.5	28.1	71.9
Factory operative	30.9	69.1	29.5	70.5	26.3	73.7	24.9	75.1
Shoe factory	33.8	66.2	33.4	66.6	30.5	69.5	34.7	65.3
Clothing factory and other needle trades	5.7	94.3	5.7	94.3	4.3	95.7	4.3	95.7
Textile mill	29.3	70.7	30.4	69.6	30.1	69.9	41.5	58.5
Candy factory	26.1	73.9	24.0	76.0	.....	.....	.....	.....
Other factory	41.9	58.1	42.5	57.5	40.3	59.7	38.3	61.7
Apprentice and helper—skilled trades	89.4	10.6	88.4	11.6	88.9	11.1	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	67.8	32.2	67.6	32.4	68.4	31.6	69.9	30.1
Office work	72.7	27.3	71.8	28.2	73.0	27.0	72.3	27.7
Cash and messenger work—department store	39.3	60.7	38.2	61.8	27.7	72.1	25.8	74.2
Packing, wrapping, labeling, and shipping-room work	20.0	80.0	23.5	76.5	19.5	80.5	32.7	67.3
Selling	55.3	44.7	53.5	46.5	49.3	50.7	56.6	43.4
Messenger work, errand and delivery	89.0	11.0	87.5	12.5	89.9	10.1	88.5	11.5

[1] For the figures on which these percentages are based see Appendix Table I, p. 359. The per cent is not shown where base is less than 50.

In personal and domestic occupations, also, more positions were held by girls than by boys. Girls held nearly three-fifths, 57.4 per cent, of all the certificates issued for these occupations and over nine-tenths, 91.3 per cent, of those issued for house and home work alone. In personal service other than servants in the home, they fell behind the boys, for only about two-fifths, 40.7 per cent, of these positions were held by girls.

In the continuation school and schedule groups of children, as compared with the certificate group, even larger proportions of the positions in clerical and similar occupations—68.4 per cent for the continuation school group and 69.9 per cent for the schedule group—were held by boys. At the same time larger proportions of the positions in factory and mechanical occupations, 69.5 per cent and 71.9 per cent for the two groups, respectively, were held by girls. Three-fourths, 75.1 per cent, of the factory operative positions held by the

children interviewed were filled by girls, but none of the girls in this group appear to have been employed as apprentices or helpers in skilled trades. This may have been due to the more accurate classification of occupations made possible by the opportunity to question the child. In cash and messenger work in department stores, as in factory and mechanical occupations, both the continuation school and schedule groups of children showed higher proportions of girls, 72.1 per cent and 74.2 per cent, respectively, than did the certificate group, probably because of the fact that most of the large stores were in Boston, comparatively few of them being in Cambridge, Somerville, or Chelsea.

For some reason a smaller proportion of the positions for packing, wrapping, labeling, and shipping-room work appear to have been held by girls in the group of children interviewed than in the entire continuation school group, 67.3 per cent as compared with 80.5 per cent, or than in the certificate group, 80 per cent. In all other occupations the group of children interviewed seems to resemble closely, in the distribution of the two sexes, the continuation school group, that is, practically the total number of regular workers who took out certificates in Boston.

In spite of the preponderance of girls over boys in personal and domestic occupations, in cash and messenger work in department stores, and in "packing, wrapping, labeling, and shipping-room work" nearly half, 48.3 per cent, of all the positions held by girls who took out certificates in the four cities, according to Table 115, were for work as operatives in factories. Only 17.3 per cent of them were for cash and messenger work in department stores, 12.4 per cent for "packing, wrapping, labeling, and shipping-room work," and 3.9 per cent for personal and domestic occupations. The majority—51.7 per cent—of the positions held by boys, on the other hand, were for messenger, errand, and delivery work. It is evident that the girls tended to concentrate in factory work and the boys in what have been called the "fetching and carrying" jobs.

NATIVITY AND FATHER'S NATIONALITY.

The children born in the United States showed a greater tendency than the foreign-born children to enter clerical and similar occupations, and the foreign-born children showed a greater tendency to enter factory and mechanical occupations. Table 117 [89] shows that over seven-tenths, 71.1 per cent, of all the native children taking out certificates in the four cities, as compared with less than six-tenths, 59 per cent, of the foreign-born children, were first employed in clerical occupations, wrapping, selling, and delivery of goods. On the other hand, little more than one-fourth, 26 per cent,

[89] The figures on which the percentages given in this table are based will be found in Appendix Table II, p. 360.

of the native children as compared with considerably over one-third, 36.1 per cent, of the foreign-born children held first positions in factory and mechanical occupations.

Each occupation division within the clerical and similar occupations group, except "selling," and "packing, wrapping, labeling, and shipping room work," showed a decidedly larger proportion of the native than of the foreign-born children. Nearly two-fifths, 39.6 per cent, of the native children, as compared with less than one-third, 31.3 per cent, of the foreign-born children, were first employed in messenger work, errands, and the delivery of goods. Office work furnished first positions to 7.6 per cent of the native and only 4.8 per cent of the foreign-born children. Perhaps the most striking difference was found in cash and messenger work in department stores, in which 14.4 per cent of the native children and only 7.9 per cent of the foreign-born children were first employed. On the other hand, only 3.7 per cent of the native children, as compared with 7.5 per cent of the foreign-born children, were first employed in "selling," which generally meant work in small shops kept by foreign-born merchants or on peddlers' wagons. These children were often employed by their parents or relatives. In spite of the comparative prevalence of this type of work among foreign-born children, their general tendency was to enter the more mechanical occupations. This general tendency doubtless accounts for the fact that 7.6 per cent of the foreign-born children, as compared with only 5.8 per cent of the native children, were employed in packing, wrapping, labeling, and shipping room work.

In the factory and mechanical occupations group the larger proportion of all foreign born than of all native children appears to be due mainly to the fact that 10.5 per cent of the foreign born, as compared with only 3.7 per cent of the native children, were employed in clothing factories and other needle trades. More than one-fifth—21.8 per cent—of the foreign-born girls, as compared with less than one-tenth—9.2 per cent—of the native girls became operatives in factories of this kind. It is interesting to note also that a larger proportion of foreign born than of native children, 3 per cent as compared with 2 per cent, were first employed as apprentices and helpers in skilled trades; but this difference was entirely among the boys, for practically no foreign-born girls—and only a few native girls—were thus classified.

Decided differences in occupational distribution were found between the children born in different foreign countries. Those born in England and Wales, for example, appear to have found much the same occupations as the native children. The most interesting difference is that in the former group a considerably larger proportion, 5.4 per cent—all boys—were employed in their

first positions as apprentices and helpers in skilled trades. Of the children born in British North America a smaller proportion than of the native children, 66.7 per cent as compared with 71.1 per cent, were employed in clerical and similar occupations and a larger proportion, 5.2 per cent as compared with 2.5 per cent, in personal and domestic occupations.

Of the other two principal nativity groups the Russian children were more like the native in the occupations first entered than were the Italian. For instance, only about one-third, 33.5 per cent, of the Russian children, as compared with not far from one-half, 46.1 per cent, of the Italian children, entered factory and mechanical occupations. Nearly two-thirds, 65 per cent, of the Russian children, as compared with not much more than two-fifths, 43.3 per cent, of the Italian children, entered clerical and similar occupations. A decidedly larger proportion of the children in each of these groups, especially the Italian, than of the native children were first employed in clothing factories and other needle trades. Of the Russian children nearly one-tenth, 9.2 per cent, and of the Italian over one-sixth, 17.6 per cent, as compared with only 3.7 per cent of the native children, entered this group of occupations. In "selling," too, both these groups showed decidedly larger proportions, 8.6 per cent and 11.1 per cent, respectively, than the native, only 3.7 per cent. A particularly large proportion of the Italian boys, 13.2 per cent, sold goods in their first positions. Nearly as large a proportion of the Russian as of the native children, 6.6 per cent as compared with 7.6 per cent, but a very small proportion, only 1.5 per cent, of the Italian children began in office work. Comparatively few of the Italian children began their industrial lives in messenger, errand, and delivery work, only 23.5 per cent as compared with 31.2 per cent of the Russian and 39.6 per cent of the native children. Finally, it is of interest to note that a much larger proportion of the Russian children than of the native, 11.7 per cent as compared with 5.8 per cent, were first employed in packing, wrapping, labeling, and shipping-room work, a group of occupations first entered by only 4.6 per cent of the Italian children.

Many of the native children, however, were of foreign parentage, and Table 118, for the children interviewed, shows that, although in their occupational distribution these children tended to be more like the native children of native fathers than like the foreign-born children, they distinctly modified the tendencies shown by the children of native parentage. For instance, 23.5 per cent of all the positions held by native children whose fathers were also native, 29.6 per cent of those held by native children whose fathers were foreign born, and 39.9 per cent of those held by foreign-born children were for factory and mechanical occupations.

TABLE 117.—*Occupation first entered, by country of birth and sex; first positions held by children issued certificates in four cities.*

Occupation first entered and sex.	Per cent distribution:[1] First positions held by children issued certificates.							
	Total.	Country of birth.						
		United States.	Foreign countries.					
			Total.	Russia.	Italy.	England and Wales.	British North America.	Other.
Both sexes	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Personal and domestic occupations	2.8	2.5	4.3	1.4	9.0	.9	5.2	3.0
Personal service (other than servants in the home)	1.9	1.5	3.4	.6	8.7	9	1.0	2.4
House and home work	.9	.9	.9	.9	.3	.....	4.2	.6
Factory and mechanical occupations	27.8	26.0	36.1	33.5	46.1	27.9	28.1	32.1
Factory operative	25.7	24.0	33.1	29.8	43.3	22.5	28.1	30.3
Shoe factory	7.4	7.5	7.1	6.6	8.7	7.2	8.3	4.2
Clothing factory and other needle trades	5.0	3.7	10.5	9.2	17.6	3.6	3.1	8.5
Textile mill	2.4	2.0	3.9	4.0	4.0	3.6	3.1	4.2
Candy factory	.5	.5	.7	.....	.9	.....	1.0	1.8
Other factory	10.4	10.3	10.9	10.0	12.1	8.1	12.5	11.5
Apprentice and helper, skilled trades	2.1	2.0	3.0	3.7	2.8	5.4	.....	1.8
Clerical occupations, wrapping, selling, and delivery of goods	68.9	71.1	59.0	65.0	43.3	71.1	66.7	64.2
Office work	7.1	7.6	4.8	6.6	1.5	6.3	7.3	4.8
Cash and messenger work, department store	13.2	14.4	7.9	6.9	2.5	18.0	13.5	10.3
Packing, wrapping, labeling, and shipping room work	6.1	5.8	7.6	11.7	4.6	6.3	2.1	8.5
Selling	4.4	3.7	7.5	8.6	11.1	2.7	2.1	4.2
Messenger work, errand and delivery	38.1	39.6	31.3	31.2	23.5	37.8	41.7	36.4
All other occupations	.4	.4	.6	.....	1.5	.....	.....	.6
Not reported	.1	.1	.....	.....	.....	.....	.....	.....
Boys	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Personal and domestic occupations	2.0	1.4	5.0	.6	12.1	1.4	1.9	4.6
Personal service (other than servants in the home)	1.9	1.3	5.0	.6	12.1	1.4	1.9	4.6
House and home work	.1	.1	.....	.....	.....	.....	.....	.....
Factory and mechanical occupations	16.1	15.1	21.2	19.4	31.0	16.2	9.6	16.1
Factory operative	12.9	12.3	15.8	12.4	25.9	8.1	9.6	12.6
Shoe factory	3.8	3.7	4.3	2.9	8.6	1.4	1.9	2.3
Clothing factory and other needle trades	.3	.2	.7	.6	1.7	.....	.....	.....
Textile mill	1.4	1.3	2.0	.....	4.6	1.4	.....	2.3
Candy factory	.3	.3	.2	.....	.....	.....	.....	1.1
Other factory	7.0	6.7	8.6	8.8	10.9	5.4	7.7	6.9
Apprentice and helper, skilled trades	3.2	2.8	5.4	7.1	5.2	8.1	.....	3.4
Clerical occupations, wrapping, selling, and delivery of goods	81.3	82.9	72.9	80.0	54.6	82.4	88.5	78.2
Office work	8.4	9.0	5.6	7.6	1.1	6.8	9.6	6.9
Cash and messenger work, department store	7.9	8.5	4.8	4.1	.6	14.9	3.8	6.9
Packing, wrapping, labeling, and shipping room work	1.8	1.7	2.2	4.1	1.7	1.4	.....	1.1
Selling	3.9	3.5	6.3	4.7	13.2	4.1	.....	1.1
Messenger work, errand and delivery	59.3	60.3	54.0	59.4	37.9	55.4	75.0	62.1
All other occupations	.6	.5	.9	.....	2.3	.....	.....	1.1
Not reported	.1	.1	.....	.....	.....	.....	.....	.....

[1] For the figures on which these percentages are based, see Appendix Table II, p. 360. The per cent is not shown where base is less than 50 or where rate is less than one-tenth of 1 per cent.

TABLE 117.—*Occupation first entered, by country of birth and sex; first positions held by children issued certificates in four cities*—Concluded.

Occupation first entered and sex.	Per cent distribution: First positions held by children issued certificates.							
	Total.	Country of birth.						
		United States.	Foreign countries.					
			Total.	Russia.	Italy.	England and Wales.	British North America.	Other.
Girls	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Personal and domestic occupations	4.0	4.2	3.5	2.2	5.4	.....	.....	1.3
Personal service (other than servants in the home)	1.9	2.0	1.6	.6	4.7	.....	.....	.....
House and home work	2.2	2.2	1.8	1.7	.7	.....	.....	1.3
Factory and mechanical occupations	45.5	43.4	53.2	46.9	63.8	.....	.....	50.0
Factory operative	45.0	42.8	53.0	46.4	63.8	.....	.....	50.0
Shoe factory	12.8	13.5	10.3	10.1	8.7	.....	.....	6.4
Clothing factory and other needle trades	11.9	9.2	21.8	17.3	36.2	.....	.....	17.9
Textile mill	3.8	3.1	6.2	7.8	3.4	.....	.....	6.4
Candy factory	1.0	0.9	1.2	.....	2.0	.....	.....	2.6
Other factory	15.5	16.1	13.6	11.2	13.4	.....	.....	16.7
Apprentice and helper, skilled trades	.5	.6	.2	.6	.....	.....	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	50.3	52.2	43.1	50.8	30.2	.....	.....	48.7
Office work	5.1	5.5	3.9	5.6	2.0	.....	.....	2.6
Cash and messenger work, department store	21.1	23.8	11.3	9.5	4.7	.....	.....	14.1
Packing, wrapping, labeling, and shipping room work	12.6	12.3	13.8	19.0	8.1	.....	.....	16.7
Selling	5.1	4.1	8.8	12.3	8.7	.....	.....	7.7
Messenger work, errand and delivery	6.2	6.5	5.3	4.5	6.7	.....	.....	7.7
All other occupations	.1	.1	.2	.....	.7	.....	.....	.....
Not reported	.....	.1	.....	.....	.....	.....	.....	.....

The occupational distribution of the children whose fathers were foreign born but of English-speaking nationalities, however, including children who were themselves foreign born, as appears in Table 119, was very similar to that of the children of native fathers. An even smaller proportion of the positions held by the boys whose fathers were foreign born of English-speaking nationalities than of those held by the sons of native fathers, 11.5 per cent as compared with 13.6 per cent, were for factory and mechanical occupations. But this was accompanied by a larger proportion of the positions held by girls, 46.7 per cent as compared with only 38 per cent of those held by the daughters of native fathers. The Irish boys and girls showed less tendency than the sons and daughters of other foreign-born fathers of English-speaking nationalities to become factory operatives.

On the other hand, of the positions held by the children of fathers of non-English-speaking nationalities 38.5 per cent and of those held by the children of Italian fathers 46.6 per cent, were for factory

and mechanical occupations. The Russian-Jewish children showed even less tendency than the children of native fathers to become factory or mechanical workers, for of the positions held by the former only 21.4 per cent, as compared with 23.5 per cent of those held by the latter, belonged to this group. Although the same general tendencies are shown by the boys alone as by both sexes, they are most pronounced among the girls. Of the positions held by girls whose fathers were foreign born of non-English-speaking nationalities 56.8 per cent and of those held by Italian girls 62.7 per cent were for work as factory operatives, as compared with 38 per cent of those held by girls whose fathers were native and with only 37.3 per cent of those held by girls whose fathers were Russian Jews.

TABLE 118.—*Occupation, by nativity of father, and nativity and sex of child; regular positions held by children interviewed.*

Occupation and sex.	Regular positions held by children.									
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.	
					Children native.		Children foreign born.			
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.[1]
Both sexes	[2]1,943	100.0	459	100.0	[2] 998	100.0	426	100.0	60	100.0
Personal and domestic occupations	89	4.6	23	5.0	45	4.5	19	4.5	2	3.3
Personal service (other than servants in the home)	46	2.4	5	1.1	25	2.5	16	3.8	.....	.....
House and home work	43	2.2	18	3.9	20	2.0	3	.7	2	3.3
Factory and mechanical occupations	588	30.3	108	23.5	295	29.6	170	39.9	15	25.0
Factory operative	563	29.0	103	22.4	283	28.4	166	39.0	11	18.3
Shoe factory	199	10.2	44	9.6	111	11.1	39	9.2	5	8.3
Clothing factory and other needle trades	185	9.5	27	5.9	80	8.0	76	17.8	2	3.3
Textile mill	53	2.7	14	3.1	29	2.9	10	2.3	.....	.....
Candy factory	19	1.0	3	.7	8	.8	6	1.4	2	3.3
Other factory	107	5.5	15	3.3	55	5.5	35	8.2	2	3.3
Apprentice and helper—skilled trades	25	1.3	5	1.1	12	1.2	4	.9	4	6.7
Clerical occupations, wrapping, selling, and delivery of goods	1,248	64.2	324	70.6	652	65.3	229	53.8	43	71.7
Office work	101	5.2	38	8.3	45	4.5	13	3.1	5	8.3
Cash and messenger work—department store	213	11.0	76	16.6	107	10.7	24	5.6	6	10.0
Packing, wrapping, labeling, and shipping-room work	104	5.4	14	3.1	52	5.2	36	8.5	2	3.3
Selling	76	3.9	10	2.2	33	3.3	33	7.7	.....	.....
Messenger work, errand and delivery	754	38.8	186	40.5	415	41.6	123	28.9	30	50.0
All other occupations	17	.9	4	.9	5	.5	8	1.9	.....	.....

[1] Not shown where base is less than 50.
[2] Including one position for which occupation was not reported.

TABLE 118.—*Occupation, by nativity of father, and nativity and sex of child; regular positions held by children interviewed*—Concluded.

Occupation and sex.	Regular positions held by children.									
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.	
					Children native.		Children foreign born.			
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Boys	[2]1,093	100.0	272	100.0	[2] 579	100.0	200	100.0	42	100.0
Personal and domestic occupations	38	3.5	4	1.5	23	4.0	11	5.5	.....	.....
Personal service (other than servants in the home)	35	3.2	4	1.5	20	3.5	11	5.5	.....	.....
House and home work	3	.3	.....	.....	3	.5	.....	.....	.....	.....
Factory and mechanical occupations	165	15.1	37	13.6	86	14.9	34	17.0	8	.....
Factory operative	140	12.8	32	11.8	74	12.8	30	15.0	4	.....
Shoe factory	69	6.3	19	7.0	36	6.2	10	5.0	4	.....
Clothing factory and other needle trades	8	.7	.....	.....	4	.7	4	2.0	.....	.....
Textile mill	22	2.0	5	1.8	15	2.6	2	1.0	.....	.....
Other factory	41	3.8	8	2.9	19	3.3	14	7.0	.....	.....
Apprentice and helper—skilled trades	25	2.3	5	1.8	12	2.1	4	2.0	4	.....
Clerical occupations, wrapping, selling, and delivery of goods	872	79.8	227	83.5	464	80.1	147	73.5	34	.....
Office work	73	6.7	31	11.4	27	4.7	10	5.0	5	.....
Cash and messenger work—department store	55	5.0	20	7.4	29	5.0	5	2.5	1	.....
Packing, wrapping, labeling, and shipping-room work	34	3.1	2	.7	22	3.8	10	5.0	.....	.....
Selling	43	3.9	5	1.8	22	3.8	16	8.0	.....	.....
Messenger work, errand and delivery	667	61.0	169	62.1	364	62.9	106	53.0	28	.....
All other occupations	17	1.6	4	1.5	5	.9	8	4.0	.....	.....
Girls	850	100.0	187	100.0	419	100.0	226	100.0	18	100.0
Personal and domestic occupations	51	6.0	19	10.2	22	5.3	8	3.5	2	.....
Personal service (other than servants in home)	11	1.3	1	.5	5	1.2	5	2.2	.....	.....
House and home work	40	4.7	18	9.6	17	4.1	3	1.3	2	.....
Factory and mechanical occupations	423	49.8	71	38.0	209	49.9	136	60.2	7	.....
Factory operative	423	49.8	71	38.0	209	49.9	136	60.2	7	.....
Shoe factory	130	15.3	25	13.4	75	17.9	29	12.8	1	.....
Clothing factory and other needle trades	177	20.8	27	14.4	76	18.1	72	31.9	2	.....
Textile mill	31	3.6	9	4.8	14	3.3	8	3.5	.....	.....
Candy factory	19	2.2	3	1.6	8	1.9	6	2.7	2	.....
Other factory	66	7.8	7	3.7	36	8.6	21	9.3	2	.....
Clerical occupations, wrapping, selling, and delivery of goods	376	44.2	97	51.9	188	44.9	82	36.3	9	.....
Office work	28	3.3	7	3.7	18	4.3	3	1.3	.....	.....
Cash and messenger work—department store	158	18.6	56	29.9	78	18.6	19	8.4	5	.....
Packing, wrapping, labeling, and shipping-room work	70	8.2	12	6.4	30	7.2	26	11.5	2	.....
Selling	33	3.9	5	2.7	11	2.6	17	7.5	.....	.....
Messenger work, errand and delivery	87	10.2	17	9.1	51	12.2	17	7.5	2	.....

[2] Including one position for which occupation was not reported.

TABLE 119.—*Occupation, by nationality of father, and sex of child; regular positions held by interviewed children of foreign-born fathers.*

Occupation and sex.	Regular positions held by children of foreign-born fathers—															
	Total.		Of English-speaking nationalities.						Of non-English-speaking nationalities.							
			Total.		Irish.		Other.		Total.		Italian.		Russian Jewish.		Other.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	[1] 1,424	100.0	574	100.0	382	100.0	192	100.0	845	100.0	485	100.0	192	100.0	168	100.0
Personal and domestic occupations	64	4.5	24	4.2	17	4.5	7	3.6	40	4.7	28	5.8	7	3.6	5	3.0
Personal service (other than servants in the home)	41	2.9	9	1.6	7	1.8	2	1.0	32	3.8	26	5.4	4	2.1	2	1.2
House and home work	23	1.6	15	2.6	10	2.6	5	2.6	8	.9	2	.4	3	1.6	3	1.8
Factory and mechanical occupations	465	32.7	140	24.4	83	21.7	57	29.7	325	38.5	226	46.6	41	21.4	58	34.5
Factory operative	449	31.5	135	23.5	82	21.5	53	27.6	314	37.2	221	45.6	37	19.3	56	33.3
Shoe factory	150	10.5	65	11.3	38	9.9	27	14.1	85	10.1	55	11.3	10	5.2	20	11.9
Clothing factory and other needle trades	156	11.0	25	4.4	19	5.0	6	3.1	131	15.5	100	20.6	16	8.3	15	8.9
Textile mill	39	2.7	20	3.5	13	3.4	7	3.6	19	2.2	11	2.3	1	.5	7	4.2
Candy factory	14	1.0	.....	.....	.....	.....	.....	.....	14	1.7	12	2.5	.....	.....	2	1.2
Other factory	90	6.3	25	4.4	12	3.1	13	6.8	65	7.7	43	8.9	10	5.2	12	7.1
Apprentice and helper—skilled trades	16	1.1	5	.9	1	.3	4	2.1	11	1.3	5	1.0	4	2.1	2	1.2
Clerical occupations, wrapping, selling, and delivery of goods	[1] 881	61.9	402	70.0	278	72.8	124	64.6	474	56.1	226	46.6	143	74.5	105	62.5
Office work	58	4.1	26	4.5	16	4.2	10	5.2	32	3.8	11	2.3	11	5.7	10	6.0
Cash and messenger work—department store	131	9.2	80	13.9	59	15.4	21	10.9	51	6.0	18	3.7	13	6.8	20	11.9
Packing, wrapping, labeling, and shipping room work	88	6.2	24	4.2	21	5.5	3	1.6	64	7.6	33	6.8	26	13.5	5	3.0
Selling	66	4.6	7	1.2	7	1.8	.....	.....	59	7.0	31	6.4	20	10.4	8	4.8
Messenger work, errand and delivery	[1] 538	37.8	265	46.2	175	45.8	90	46.9	268	31.7	133	27.4	73	38.0	62	36.9
All other occupations	13	.9	7	1.2	3	.8	4	2.1	6	.7	5	1.0	1	.5	.....	.....
Not reported	1	.1	1	.2	1	.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Boys	[1] 779	100.0	364	100.0	239	100.0	125	100.0	410	100.0	201	100.0	117	100.0	92	100.0

Personal and domestic occupations	34	4.4	9	2.5	5	2.1	4	3.2	25	6.1	18	9.0	4	3.4	3	3.3
Personal service (other than servants in the home)	31	4.0	7	1.9	5	2.1	2	1.6	24	5.9	18	9.0	4	3.4	2	2.2
House and home work	3	.4	2	.5			2	1.6	1	.2					1	1.1
Factory and mechanical occupations	120	15.4	42	11.5	20	8.4	22	17.6	78	19.0	48	23.9	13	11.1	17	18.5
Factory operative	104	13.4	37	10.2	19	7.9	18	14.4	67	16.3	43	21.4	9	7.7	15	16.3
Shoe factory	46	5.9	21	5.8	12	5.0	9	7.2	25	6.1	15	7.5	3	2.6	7	7.6
Clothing factory and other needle trades	8	1.0							8	2.0	7	3.5	1	.9		
Textile mill	17	2.2	10	2.7	5	2.1	5	4.0	7	1.7	2	1.0			5	5.4
Other factory	33	4.2	6	1.6	2	.8	4	3.2	27	6.6	19	9.5	5	4.3	3	3.3
Apprentice and helper—skilled trades	16	2.1	5	1.4	1	.4	4	3.2	11	2.7	5	2.5	4	3.4	2	2.2
Clerical occupations, wrapping, selling, and delivery of goods	[1] 611	78.4	305	83.8	210	87.9	95	76.0	301	73.4	130	64.7	99	84.6	72	78.3
Office work	37	4.7	20	5.5	13	5.4	7	5.6	17	4.1	6	3.0	5	4.3	6	6.5
Cash and messenger work—department store	34	4.4	26	7.1	22	9.2	4	3.2	8	2.0			4	3.4	4	4.3
Packing, wrapping, labeling, and shipping room work	32	4.1	12	3.3	10	4.2	2	1.6	20	4.9	11	5.5	7	6.0	2	2.2
Selling	38	4.9	5	1.4	5	2.1			33	8.0	16	8.0	12	10.3	5	5.4
Messenger work, errand and delivery	[1] 470	60.3	242	66.5	160	66.9	82	65.6	223	54.4	97	48.3	71	60.7	55	59.8
All other occupations	13	1.7	7	1.9	3	1.3	4	3.2	6	1.5	5	2.5	1	.9		
Not reported	1	.1	1	.3	1	.4										
Girls	645	100.0	210	100.0	143	100.0	67	100.0	435	100.0	284	100.0	75	100.0	76	100.0
Personal and domestic occupations	30	4.7	15	7.1	12	8.4	3	4.5	15	3.4	10	3.5	3	4.0	2	2.6
Personal service (other than servants in the home)	10	1.6	2	1.0	2	1.4			8	1.8	8	2.8				
House and home work	20	3.1	13	6.2	10	7.0	3	4.5	7	1.6	2	.7	3	4.0	2	2.6
Factory and mechanical occupations	345	53.5	98	46.7	63	44.1	35	52.2	247	56.8	178	62.7	28	37.3	41	53.9
Factory operative	345	53.5	98	46.7	63	44.1	35	52.2	247	56.8	178	62.7	28	37.3	41	53.9
Shoe factory	104	16.1	44	21.0	26	18.2	18	26.9	60	13.8	40	14.1	7	9.3	13	17.1
Clothing factory and other needle trades	148	22.9	25	11.9	19	13.3	6	9.0	123	28.3	93	32.7	15	20.0	15	19.7
Textile mill	22	3.4	10	4.8	8	5.6	2	3.0	12	2.8	9	3.2	1	1.3	2	2.6
Candy factory	14	2.2							14	3.2	12	4.2			2	2.6
Other factory	57	8.8	19	9.0	10	7.0	9	13.4	38	8.7	24	8.5	5	6.7	9	11.8
Clerical occupations, wrapping, selling, and delivery of goods	270	41.9	97	46.2	68	47.6	29	43.3	173	39.8	96	33.8	44	58.7	33	43.4
Office work	21	3.3	6	2.9	3	2.1	3	4.5	15	3.4	5	1.8	6	8.0	4	5.3
Cash and messenger work—department store	97	15.0	54	25.7	37	25.9	17	25.4	43	9.9	18	6.3	9	12.0	16	21.1
Packing, wrapping, labeling, and shipping room work	56	8.7	12	5.7	11	7.7	1	1.5	44	10.1	22	7.7	19	25.3	3	3.9
Selling	28	4.3	2	1.0	2	1.4			26	6.0	15	5.3	8	10.7	3	3.9
Messenger work, errand and delivery	68	10.5	23	11.0	15	10.5	8	11.9	45	10.3	36	12.7	2	2.7	7	9.2

[1] Including five positions held by a boy the nationality of whose father was not reported.

The native children of foreign-born fathers, however, tended to hold positions as shoe-factory operatives more often than did either of the other groups. Of the positions held by these children 11.1 per cent were for work in shoe factories, whereas of those held by native children of native fathers only 9.6 per cent and of those held by foreign-born children only 9.2 per cent were for this occupation. This comparatively high proportion was due to a decided tendency on the part of the girls of this nativity group to work as operatives in shoe factories. This tendency was most marked among the daughters of foreign-born fathers of English-speaking nationalities. Over one-fifth, 21 per cent, of the positions held by the girls of this group, including both native and foreign-born girls, were in this occupation.

On the other hand, work as operatives in clothing factories and other needle trades furnished a very much larger proportion of the positions held by foreign-born children, 17.8 per cent, as compared with 8 per cent of those held by native children of foreign-born fathers and 5.9 per cent of those held by native children of native fathers. Nearly all the children employed in this occupation were girls. When the nationalities of the fathers of these girls are compared it is found that the great majority were foreign born of non-English-speaking nationalities. Only 11.9 per cent of the positions held by girls whose fathers were foreign born of English-speaking nationalities, and 14.4 per cent of those held by girls whose fathers were native, were for this work; but it furnished 28.3 per cent of the positions held by girls whose fathers were foreign born of non-English-speaking nationalities, only 20 per cent of those held by Russian-Jewish, but 32.7 per cent of those held by Italian girls. Although these children were by law required to know at least some English in order to be employed, it is evident that to a considerable extent they tended to secure positions in the occupations so frequently followed by their non-English-speaking parents, relatives, and friends.

In general the proportion of positions held by the native children of foreign-born fathers in the different occupations grouped as "clerical occupations, wrapping, selling, and delivery of goods," was higher than that held by foreign-born children and lower than that held by native children whose fathers also were native. Nevertheless, the proportion held by all children of foreign-born fathers of English-speaking nationalities, including those who were themselves foreign born, was slightly lower, 70 per cent, than that held by children of native fathers, 70.6 per cent. The different tendency of children of foreign-born fathers, therefore, is to be attributed entirely to the children whose fathers were of non-English-speaking nationalities. Of the positions held by this last group only 56.1 per cent could be classified as "clerical occupations, wrapping, selling, and delivery of

goods." Although an even larger proportion, nearly three-fourths, or 74.5 per cent, of the positions held by Russian-Jewish children were so classified, less than one-half, 46.6 per cent, of those held by Italian children were in these occupations. The children of Italian parentage, it is evident, were largely responsible for the apparently greater tendency of the whole group of children of foreign-born fathers than of children of native fathers to go into factory and mechanical rather than clerical and similar occupations.

In two of the subgroups included under the general designation "clerical occupations, wrapping, selling, and delivery of goods," however, the tendency shown for the entire group was exactly reversed. These two subgroups were "selling" and "packing, wrapping, labeling, and shipping room work." Of the positions held by native children of native fathers only 2.2 per cent, of those held by native children of foreign-born fathers 3.3 per cent, but of those held by foreign-born children 7.7 per cent involved selling. Of the positions held by native children of native fathers only 3.1 per cent, of those held by native children of foreign-born fathers 5.2 per cent, but of those held by foreign-born children 8.5 per cent were for packing, wrapping, labeling, and shipping room work. As in other cases, the opposite tendency here shown by the children of foreign birth or extraction to that shown by those whose fathers were native is due entirely to the children whose fathers were of non-English-speaking nationalities. But in both these cases this opposite tendency is even more marked among the Russian-Jewish than among the Italian children. Of the positions held by Russian-Jewish children about one-tenth, 10.4 per cent, and of those held by Italian children about one-sixteenth, 6.4 per cent, involved selling. For the Russian-Jewish boys and girls the proportions were about the same. But a somewhat larger proportion of the positions held by Italian boys, 8 per cent, than of those held by Italian girls, 5.3 per cent, were for this occupation. Packing, wrapping, labeling, and shipping room work, on the other hand, accounted for more than one-eighth, 13.5 per cent, of the positions held by Russian-Jewish children and for only about one-sixteenth, 6.8 per cent, of those held by Italian children; and the difference between the two groups is due almost entirely to the fact that an unusually large proportion, 25.3 per cent, of the positions held by Russian-Jewish girls were for work of this kind.

Messenger, errand, and delivery work provided a somewhat larger proportion of positions for native children of foreign-born fathers, 41.6 per cent, than for native children of native fathers, 40.5 per cent, and a very much larger proportion than for foreign-born children, for whom it furnished only 28.9 per cent of all places held. Although the

order of the different nativity groups was the same for boys as for both sexes combined, this difference was due mainly to the greater tendency of native girls whose fathers were foreign born than of girls of either of the other two nativity groups to take up some form of "messenger, errand, and delivery work." About one-eighth, 12.2 per cent, of the positions held by this group of girls were classified under this general description, as compared with 9.1 per cent of those held by native girls whose fathers were also native and with 7.5 per cent of those held by foreign-born girls.

The children of foreign-born fathers of English-speaking nationalities showed a decidedly greater tendency than the children of native fathers and a still greater tendency than the children of foreign-born fathers of non-English-speaking nationalities to go into messenger, errand, and delivery work. Of the positions held by children of this group 46.2 per cent, as compared with only 40.5 per cent of those held by children of native fathers and only 31.7 per cent of those held by children of foreign-born fathers of non-English-speaking nationalities were for occupations of this character. These occupations provided positions, indeed, for about two-thirds, 66.5 per cent, of the boys whose fathers were foreign born of English-speaking nationalities, as compared with only 54.4 per cent of those whose fathers were of non-English-speaking nationalities. The girls of both types of foreign parentage, English speaking and non-English-speaking, especially the Italian girls, tended to go into messenger, errand, and delivery work more frequently than did the girls whose fathers were native.

In most occupations, as already noted, the distribution of children of foreign-born fathers of English-speaking nationalities differed comparatively little from that of children of native fathers. This is not true, however, of office work. Only 5.5 per cent of the positions held by the sons of foreign-born fathers of English-speaking nationalities, as compared with 11.4 per cent of those held by the sons of native fathers, were for office work. It should be noted, also, that native girls whose fathers were foreign-born showed nearly as great a tendency to go into office work as did their brothers, whereas of the positions held by the native daughters of native fathers only 3.7 per cent, as compared with 11.4 per cent of those held by their brothers, were for office work.

In the tendency to enter personal and domestic occupations the relative position of the girls of the different nativity groups was exactly the reverse of that of the boys. Most of the girls in these occupations were employed in "house and home work," which furnished 9.6 per cent of the positions held by native girls whose

fathers were native as compared with 4.1 per cent of those held by native girls whose fathers were foreign-born and with 1.3 per cent of those held by foreign-born girls. Nearly all the boys, on the other hand, were employed in "personal service other than servants in the home" which furnished only 1.5 per cent of the positions held by native boys whose fathers were native as compared with 3.5 per cent of those held by native boys whose fathers were foreign-born and with 5.5 per cent of those held by foreign-born boys. A larger proportion of the positions held by native girls whose fathers were native, 10.2 per cent as compared with 7.1 per cent of those held by all girls, native and foreign-born, whose fathers were foreign-born of English-speaking nationalities and with only 3.4 per cent of those held by all girls whose fathers were foreign-born of non-English-speaking nationalities were in personal and domestic occupations. But among the boys this order was again reversed, for only 1.5 per cent of the positions held by the sons of native fathers, as compared with 2.5 per cent of those held by the sons of foreign-born fathers of English-speaking nationalities and with 6.1 per cent of those held by the sons of foreign-born fathers of non-English-speaking nationalities belonged in this group of occupations.

AGE AT TAKING OUT FIRST CERTIFICATE.

The younger children showed a greater tendency than did the older to enter clerical and similar occupations, and the older ones showed a greater tendency than the younger to enter factory and mechanical occupations. Table 120 shows that about three-fourths, 75.9 per cent, of the children who took out certificates in the four cities when between 14 and 14½ years of age, but little over three-fifths, 62.4 per cent, of those who took out certificates when between 15½ and 16 years of age, went to work in clerical occupations, wrapping, selling, and delivery of goods. On the other hand about one-third, 33.9 per cent, of the older group of children, as compared with little more than one-fifth, 21.2 per cent, of the younger, went to work in factory and mechanical occupations. Both the boys and the girls showed, in general, the same tendency. The larger proportion of the older group of children entering factory and mechanical occupations is probably due in part, however, to the fact already noted,[90] that the foreign-born children, who were most likely to enter these occupations, tended to take out their first certificates at later ages than the native children.

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[90] See Table 18, p. 85.

TABLE 120.—*Occupation first entered, by age at taking out first certificate and sex; children issued certificates in four cities.*

Occupation first entered and sex.	All children.		Children taking out first certificates at specified age.							
			14, under 14½.		14½, under 15.		15, under 15½.		15½, under 16.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	[1]5,692	1,000	[2]1,703	100.0	1,089	100.0	1,191	100.0	1,709	100.0
Personal and domestic occupations	159	2.8	42	2.5	38	3.5	24	2.0	55	3.2
Personal service (other than servants in the home)	107	1.9	32	1.9	22	2.0	14	1.2	39	2.3
House and home work	52	.9	10	.6	16	1.5	10	.8	16	.9
Factory and mechanical occupations	1,585	27.8	361	21.2	305	28.0	340	28.5	579	33.9
Factory operative	1,463	25.7	336	19.7	275	25.3	311	26.1	541	31.7
Apprentice and helper—skilled trades	122	2.1	25	1.5	30	2.8	29	2.4	38	2.2
Clerical occupations, wrapping, selling, and delivery of goods	3,922	68.9	1,293	75.9	741	68.0	822	69.0	1,066	62.4
Office work	404	7.1	109	6.4	80	7.3	99	8.3	116	6.8
Cash and messenger work—department store	751	13.2	251	14.7	155	14.2	149	12.5	196	11.5
Packing, wrapping, labeling, and shipping room work	347	6.1	113	6.6	66	6.1	76	6.4	92	5.4
Selling	252	4.4	88	5.2	50	4.6	57	4.8	57	3.3
Messenger work, errand and delivery	2,168	38.1	732	43.0	390	35.8	441	37.0	605	35.4
All other occupations	23	.4	7	.4	5	.5	4	.3	7	.4
Boys	[1]3,419	100.0	1,048	100.0	620	100.0	740	100.0	1,011	100.0
Personal and domestic occupations	67	2.0	22	2.1	12	1.9	8	1.1	25	2.5
Personal service (other than servants in the home)	64	1.9	22	2.1	12	1.9	6	.8	24	2.4
House and home work	3	.1	.....	.....	.....	.....	2	.3	1	.1
Factory and mechanical occupations	551	16.1	118	11.3	108	17.4	123	16.6	202	20.0
Factory operative	440	12.9	95	9.1	82	13.2	95	12.8	168	16.6
Apprentice and helper—skilled trades	111	3.2	23	2.2	26	4.2	28	3.8	34	3.4
Clerical occupations, wrapping, selling, and delivery of goods	2,779	81.3	902	86.1	495	79.8	604	81.6	778	77.0
Office work	287	8.4	85	8.1	54	8.7	75	10.1	73	7.2
Cash and messenger work—department store	271	7.9	72	6.9	41	6.6	71	9.6	87	8.6
Packing, wrapping, labeling, and shipping room work	60	1.8	17	1.6	13	2.1	13	1.8	17	1.7
Selling	135	3.9	46	4.4	29	4.7	26	3.5	34	3.4
Messenger work, errand, and delivery	2,026	59.3	682	65.1	358	57.7	419	56.6	567	56.1
All other occupations	20	.6	6	.6	5	.8	4	.5	5	.5
Girls	[1]2,273	100.0	655	100.0	469	100.0	451	100.0	698	100.0
Personal and domestic occupations	92	4.0	20	3.1	26	5.5	16	3.5	30	4.3
Personal service (other than servants in the home)	43	1.9	10	1.5	10	2.1	8	1.8	15	2.1
House and home work	49	2.2	10	1.5	16	3.4	8	1.8	15	2.1
Factory and mechanical occupations	1,034	45.5	243	37.1	197	42.0	217	48.1	377	54.0
Factory operative	1,023	45.0	241	36.8	193	41.1	216	47.9	373	53.4
Apprentice and helper—skilled trades	11	.5	2	.3	4	.9	1	.2	4	.6
Clerical occupations, wrapping, selling, and delivery of goods	1,143	50.3	391	59.7	246	52.4	218	48.3	288	41.3
Office work	117	5.1	24	3.7	26	5.5	24	5.3	43	6.2
Cash and messenger work—department store	480	21.1	179	27.3	114	24.3	78	17.3	109	15.6
Packing, wrapping, labeling, and shipping room work	287	12.6	96	14.7	53	11.3	63	14.0	75	10.7
Selling	117	5.1	42	6.4	21	4.5	31	6.9	23	3.3
Messenger work, errand, and delivery	142	6.2	50	7.6	32	6.8	22	4.9	38	5.4
All other occupations	3	.1	1	.2	.....	.....	.....	.....	2	.3

[1] Including three children, two boys and one girl, whose occupations were not reported.
[2] Including three children who went to work before they were 14 years of age, according to continuation-school records, but who did not secure employment certificates until they were 14.

GRADE COMPLETED AND RETARDATION.

According to Table 121, the lower the grade completed in school, the more likely was the child to begin his industrial career in a factory or mechanical occupation. Of all the first positions held by children who took out their certificates in one of the four cities and had completed only the fourth grade, over two-fifths, 42.5 per cent, were for occupations of this kind. But of those held by children who had completed the fifth grade only 30.7 per cent, the sixth 26.9 per cent, the seventh 28 per cent, the eighth 25.9 per cent, and a year or more in high school 23 per cent, were classified as factory and mechanical occupations. The figures for "clerical occupations, wrapping, selling, and delivery of goods" showed a corresponding increase from less than one-half, 49.4 per cent, for the children who had completed only the fourth grade to about three-fourths, 75.2 per cent, for those who had completed a year or more of high school work.

Although the older children tended more frequently than the younger to take positions in factories, it nevertheless appears that children from lower grades also tended more frequently than those from higher grades to take these positions. This is explained by the fact that a larger proportion of the foreign-born children who more frequently secured factory positions than did the native came from the lower grades. Their low standing in school, moreover, frequently meant that they were prevented by the educational requirements of the law from going to work as soon after their fourteenth birthdays as did the native children. This conclusion that the foreign element accounts for at least the greater part of the differences in occupational distribution of the children from the various grades seems to be supported by the fact that, within the group of clerical and similar occupations, "selling," and "packing, wrapping, labeling, and shipping-room work," which were the only ones of this group to show larger proportions of the foreign-born than of native children, were also the only ones to show a reverse tendency from that of the group as a whole in the occupational distribution of the children by grades.

Whatever the reason, the standing of the children in school appears to have had a decided influence over the occupations they entered. Table 122 shows for the continuation school group that a much larger proportion of the positions held by retarded children, 37.4 per cent, than of those held by children from normal grades, 29.9 per cent, and by the latter than by children from grades higher than normal, 24.1 per cent, were for work in factory and mechanical occupations. As a smaller proportion of the positions held by retarded children than by any other group were for work as apprentices and helpers in skilled trades, it is evident that the retarded children showed a decided tendency to become factory operatives. This tendency is more marked among the girls than among the boys, and appears for all types of factories except those making candy.

TABLE 121.—*Occupation first entered by grade completed; children issued certificates in four cities.*

Occupation first entered.	Children who, before taking out first certificate, attended— Elementary school:-Grade completed.															
	Fourth.		Fifth.		Sixth.		Seventh.		Eighth.		High school.		All other schools.[1]		Not reported.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All occupations	233	100.0	440	100.0	851	100.0	[2] 838	100.0	[3] 1,873	100.0	1,111	100.0	276	100.0	70	100.0
Personal and domestic occupations	16	6.9	16	3.6	31	3.6	25	3.0	43	2.3	15	1.4	12	4.3	1	1.4
Personal service (other than servants in the home)	11	4.7	12	2.7	19	2.2	18	2.1	24	1.3	11	1.0	11	4.0	1	1.4
House and home work	5	2.1	4	.9	12	1.4	7	.8	19	1.0	4	.4	1	.4	.....	.....
Factory and mechanical occupations	99	42.5	135	30.7	229	26.9	235	28.0	486	25.9	255	23.0	124	44.9	22	31.4
Factory operatives	94	40.3	124	28.2	218	25.6	216	25.8	443	23.7	232	20.9	114	41.3	22	31.4
Shoe factory	12	5.2	39	8.9	68	8.0	75	8.9	134	7.2	62	5.6	24	8.7	8	11.4
Clothing factory and other needle trades	29	12.4	24	5.5	37	4.3	28	3.3	74	4.0	35	3.2	54	19.6	1	1.4
Textile mill	14	6.0	23	5.2	26	3.1	23	2.7	27	1.4	16	1.4	3	1.1	3	4.3
Candy factory	2	.9	.....	.....	5	.6	3	.4	13	.7	5	.5	3	1.1	.....	.....
Other factory	37	15.9	38	8.6	82	9.6	87	10.4	195	10.4	114	10.3	30	10.9	10	14.3
Apprentice and helper, skilled trades	5	2.1	11	2.5	11	1.3	19	2.3	43	2.3	23	2.1	10	3.6	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	115	49.4	285	64.8	589	69.2	572	68.3	1,339	71.5	836	75.2	139	50.4	47	67.1
Office work	6	2.6	10	2.3	35	4.1	41	4.9	148	7.9	144	13.0	13	4.7	7	10.0
Cash and messenger work, department store	4	1.7	31	7.0	86	10.1	108	12.9	300	16.0	186	16.7	28	10.1	8	11.4
Packing, wrapping, labeling, and shipping-room work	21	9.0	38	8.6	65	7.6	50	6.0	96	5.1	55	5.0	18	6.5	4	5.7
Selling	16	6.9	25	5.7	50	5.9	33	3.9	63	3.4	51	4.6	13	4.7	1	1.4
Messenger work, errand and delivery	68	29.2	181	41.1	353	41.5	340	40.6	733	39.1	400	36.0	67	24.3	27	38.6
All other occupations	3	1.3	4	.9	2	.2	5	.6	3	.2	5	.5	1	.4	.....	.....

[1] Including special, disciplinary, prevocational, vocational, and other schools.
[2] Including one child whose occupation was not reported.
[3] Includes two children whose occupations were not reported.

The retarded children also showed a somewhat greater tendency than the other groups to take positions involving "selling," and "packing, wrapping, labeling, and shipping-room work," but the differences here were comparatively slight. In 3.2 per cent of the positions held by retarded children and 2.6 per cent of those held by children from normal grades, the occupation was selling. The tendency toward "packing, wrapping, labeling, and shipping-room work" was mainly among the girls. Nearly one-tenth, 9.2 per cent, of all the positions held by retarded girls, as compared with only 6.8 per cent of those held by girls from normal grades and with 5.9 per cent of those held by girls from grades higher than normal, were for this type of work.

Another occupation group which the retarded children tended to enter more frequently than other children was the group called "personal and domestic occupations." Of the occupations held by retarded children 3.6 per cent, of those held by normal children 2.4 per cent, and of those held by advanced children only 1 per cent were in this group.

The children who had completed higher grades than normal for their ages, on the other hand, showed a greater tendency than the children from normal grades or the retarded children to go into office work and cash and messenger work in department stores. About one-eighth, 12.6 per cent, of the positions held by advanced children involved office work, as compared with only 6.8 per cent of those held by children from normal grades and with only 3 per cent of those held by retarded children; and 18.1 per cent of the positions held by advanced children, as compared with 16.7 per cent of those held by children from normal grades and with only 8.5 per cent of those held by retarded children, were for cash and messenger work in department stores. In the latter case the differences are due primarily to the girls, who held most of these positions; cash and messenger work in department stores furnished nearly one-third, 32.1 per cent, of the positions held by advanced girls, as compared with 27.1 per cent of those held by normal and only 14.8 per cent of those held by retarded girls.

The only kind of occupation which retarded, normal, and advanced children showed about the same tendency to enter was that classed as messenger, errand and delivery work—the kind which furnished more positions to children than any other single occupation. Of the positions held by retarded children, 38.9 per cent, of those held by normal children 37.3 per cent, and of those held by advanced children 38 per cent, were of this type.

TABLE 122.—*Occupation, by retardation and sex of child; all positions held by children in Boston continuation school.*

Occupation and sex.	Positions held by children who, on leaving school, had completed, for their ages—											
	A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.[1]	
					Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	669	100.0	3,284	100.0	[2]2,547	100.0	[2]2,064	100.0	483	100.0	[3]881	100.0
Personal and domestic occupations	7	1.0	80	2.4	92	3.6	71	3.4	21	4.3	23	2.6
Personal service (other than servants in the home)	2	.3	40	1.2	59	2.3	45	2.2	14	2.9	20	2.3
House and home work	5	.7	40	1.2	33	1.3	26	1.3	7	1.4	3	.3
Factory and mechanical occupations	161	24.1	982	29.9	952	37.4	752	36.4	200	41.4	201	22.8
Factory operative	146	21.8	904	27.5	905	35.5	717	34.7	188	38.9	188	21.3
Shoe factory	58	8.7	282	8.6	318	12.5	279	13.5	39	8.1	86	9.8
Clothing factory and other needle trades	38	5.7	247	7.5	223	8.8	149	7.2	74	15.3	25	2.8
Textile mill	9	1.3	94	2.9	115	4.5	94	4.6	21	4.3	21	2.4
Candy factory	1	.1	31	.9	14	.5	10	.5	4	.8	3	.3
Other factory	40	6.0	250	7.6	235	9.2	185	9.0	50	10.4	53	6.0
Apprentice and helper—skilled trades	15	2.2	78	2.4	47	1.8	35	1.7	12	2.5	13	1.5
Clerical occupations, wrapping, selling, and delivery of goods	500	74.7	2,211	67.3	1,491	58.5	1,231	59.6	260	53.8	652	74.0
Office work	84	12.6	223	6.8	76	3.0	66	3.2	10	2.1	57	6.5
Cash and messenger work — department store	121	18.1	548	16.7	217	8.5	197	9.5	20	4.1	167	19.0
Packing, wrapping, labeling, and shipping-room work	23	3.4	128	3.9	127	5.0	97	4.7	30	6.2	45	5.1
Selling	18	2.7	86	2.6	81	3.2	63	3.1	18	3.7	28	3.2
Messenger work, errand and delivery	254	38.0	1,226	37.3	990	38.9	808	39.1	182	37.7	355	40.3
All other occupations	1	.1	11	.3	11	.4	9	.4	2	.4	3	.3
Boys	364	100.0	1,772	100.0	1,412	100.0	1,157	100.0	255	100.0	[3]586	100.0
Personal and domestic occupations	.....	.....	28	1.6	43	3.0	32	2.8	11	4.3	15	2.6
Personal service (other than servants in the home)	.....	.....	23	1.3	41	2.9	30	2.6	11	4.3	15	2.6
House and home work	.....	.....	5	.3	2	.1	2	.2	.....	.....	.....	.....
Factory and mechanical occupations	54	14.8	274	15.5	288	20.4	226	19.5	62	24.3	84	14.3
Factory operative	41	11.3	205	11.6	247	17.5	196	16.9	51	20.0	71	12.1
Shoe factory	17	4.7	83	4.7	99	7.0	86	7.4	13	5.1	28	4.8
Clothing factory and other needle trades	4	1.1	9	.5	9	.6	6	.5	3	1.2	1	.2
Textile mill	5	1.4	21	1.2	33	2.3	28	2.4	5	2.0	13	2.2
Candy factory	.....	.....	4	.2	5	.4	2	.2	3	1.2	.....	.....
Other factory	15	4.1	88	5.0	101	7.2	74	6.4	27	10.6	29	4.9
Apprentice and helper—skilled trades	13	3.6	69	3.9	41	2.9	30	2.6	11	4.3	13	2.2

[1] "Not reported" means that the children came from disciplinary, prevocational, and other special schools, and that on the records only the school attended, and not the grade completed, was given.
[2] Including one position for which occupation was not reported.
[3] Including two positions for which occupation was not reported.

TABLE 122.—*Occupation, by retardation and sex of child; all positions held by children in Boston continuation school*—Concluded.

Occupation and sex.	Positions held by children who, on leaving school, had completed, for their ages—											
	A higher grade than normal.		A normal grade.		A lower grade than normal.						Not reported.	
					Total.		One or two grades lower than normal.		Three or more grades lower than normal.			
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Boys—Continued.												
Clerical occupations, wrapping, selling, and delivery of goods	309	84.9	1,460	82.4	1,070	75.8	890	76.9	180	70.6	483	82.4
Office work	62	17.0	157	8.9	59	4.2	51	4.4	8	3.1	43	7.3
Cash and messenger work — department store	23	6.3	139	7.8	49	3.5	46	4.0	3	1.2	83	14.2
Packing, wrapping, labeling, and shipping-room work	5	1.4	25	1.4	23	1.6	18	1.6	5	2.0	10	1.7
Selling	9	2.5	39	2.2	41	2.9	32	2.8	9	3.5	16	2.7
Messenger work, errand and delivery	210	57.7	1,100	62.1	898	63.6	743	64.2	155	60.8	331	56.5
All other occupations	1	.3	10	.6	11	.8	9	.8	2	.8	2	.3
Girls	305	100.0	1,512	100.0	[2]1,135	100.0	[2] 907	100.0	228	100.0	295	100.0
Personal and domestic occupations	7	2.3	52	3.4	49	4.3	39	4.3	10	4.4	8	2.7
Personal service (other than servants in the home)	2	.7	17	1.1	18	1.6	15	1.7	3	1.3	5	1.7
House and home work	5	1.6	35	2.3	31	2.7	24	2.6	7	3.1	3	1.0
Factory and mechanical occupations	107	35.1	708	46.8	664	58.5	526	58.0	138	60.5	117	39.7
Factory operative	105	34.4	699	46.2	658	58.0	521	57.4	137	60.1	117	39.7
Shoe factory	41	13.4	199	13.2	219	19.3	193	21.3	26	11.4	58	19.7
Clothing factory and other needle trades	34	11.1	238	15.7	214	18.9	143	15.8	71	31.1	24	8.1
Textile mill	4	1.3	73	4.8	82	7.2	66	7.3	16	7.0	8	2.7
Candy factory	1	.3	27	1.8	9	.8	8	.9	1	.4	3	1.0
Other factory	25	8.2	162	10.7	134	11.8	111	12.2	23	10.1	24	8.1
Apprentice and helper—skilled trades	2	.7	9	.6	6	.5	5	.6	1	.4	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	191	62.6	751	49.7	421	37.1	341	37.6	80	35.1	169	57.3
Office work	22	7.2	66	4.4	17	1.5	15	1.7	2	.9	14	4.7
Cash and messenger work — department store	98	32.1	409	27.1	168	14.8	151	16.6	17	7.5	84	28.5
Packing, wrapping, labeling, and shipping-room work	18	5.9	103	6.8	104	9.2	79	8.7	25	11.0	35	11.9
Selling	9	3.0	47	3.1	40	3.5	31	3.4	9	3.9	12	4.1
Messenger work, errand and delivery	44	14.4	126	8.3	92	8.1	65	7.2	27	11.8	24	8.1
All other occupations	.....	.....	1	.1	.....	.....	.....	.....	.....	.....	1	.3

[2] Including one position for which occupation was not reported.

VACATION AND REGULAR WORKERS.

The opportunities for work during vacation and outside school hours are, of course, even more limited than those for regular positions for children under 16 years of age. Nevertheless, Table 123 shows that the occupational distribution of first positions held by all the children who took out certificates for work only during vacation or out of school hours before their sixteenth birthdays did not differ very widely from that of all the children who left school for work before that age. It is somewhat surprising, however, to find that a larger proportion, 31 per cent, of the first positions held by vacation workers than of those held by regular workers, 27.4 per cent, were in factory and mechanical occupations. This is especially surprising in view of the fact that a smaller proportion of the vacation than of the regular workers were foreign-born,[91] a fact which doubtless accounts for the smaller proportion of vacation than of regular workers, 4.9 per cent as compared with 6 per cent, who began work as operatives in clothing factories and other needle trades. Shoe factories, on the other hand, furnished exactly one-tenth, 10 per cent, of the first positions held by vacation workers as compared with only 8.5 per cent of those held by regular workers, and nearly one-fifth, 19.5 per cent, of those held by the girls who worked only during vacation as compared with only 14.1 per cent of those held by the girls who worked regularly.

The occupations included under the general heading "clerical occupations, wrapping, selling, and delivery of goods," were first entered by a larger proportion of the regular than of the vacation workers, 69.2 per cent as compared with 66 per cent. Although a somewhat smaller proportion of vacation than of regular workers went into office work, the difference was due mainly to the fact that little over three-tenths, 31.3 per cent, of the vacation workers as compared with nearly four-tenths, 39.2 per cent, of the regular workers began industrial life in messenger, errand, and delivery work. Each of the other occupations included in this group showed larger proportions of first positions held by vacation than by regular workers. The difference is particularly striking in the case of boys employed in cash and messenger work in department stores. About one-sixth, 16.4 per cent, of the boys who worked only during vacation and only 7 per cent of those who worked regularly entered this occupation. On the other hand it furnished a smaller proportion of the first positions held by girls who worked only during vacation than of those held by girls who worked regularly, 19.2 per cent as compared with 25.9 per cent.

The children interviewed who worked and those who did not work before leaving school show much greater differences in the occupations entered when they became regular workers. When both sexes are considered together, however, these differences in occupational

[91] See Table 63, p. 149.

TABLE 123.—*Occupation in first regular position, by sex of child; comparison of vacation and regular workers issued certificates in Boston and regular workers interviewed who worked and did not work before leaving school.*

Occupation in first regular position, and sex.	Children issued certificates in Boston who, before becoming 16, worked—				Children interviewed who left school to work before becoming 16, and who, before leaving school—			
	During vacation or out of school hours.		Regularly.		Worked.		Did not work.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	[1] 857	100.0	3,544	100.0	324	100.0	499	100.0
Personal and domestic occupations	21	2.5	108	3.0	10	3.1	20	4.0
Personal service (other than servants in the home)	19	2.2	64	1.8	9	2.8	8	1.6
House and home work	2	.2	44	1.2	1	.3	12	2.4
Factory and mechanical occupations	266	31.0	970	27.4	55	17.0	176	35.3
Factory operative	246	28.7	895	25.3	48	14.8	173	34.7
Shoe factory	86	10.0	300	8.5	21	6.5	66	13.2
Clothing factory and other needle trades	42	4.9	211	6.0	7	2.2	55	11.0
Textile mill	24	2.8	102	2.9	9	2.8	18	3.6
Candy factory	4	.5	17	.5	.....	.....	8	1.6
Other factory	90	10.5	265	7.5	11	3.4	26	5.2
Apprentice and helper—skilled trades	20	2.3	75	2.1	7	2.2	3	.6
Clerical occupations, wrapping, selling, and delivery of goods	566	66.0	2,451	69.2	257	79.3	301	60.3
Office work	58	6.8	266	7.5	24	7.4	26	5.2
Cash and messenger work—department store	150	17.5	519	14.6	23	7.1	77	15.4
Packing, wrapping, labeling, and shipping room work	45	5.3	131	3.7	11	3.4	28	5.6
Selling	45	5.3	144	4.1	19	5.9	21	4.2
Messenger work, errand, and delivery	268	31.3	1,391	39.2	180	55.6	149	29.9
All other occupations	3	.4	15	.4	2	.6	2	.4
Boys	519	100.0	2,114	100.0	280	100.0	197	100.0
Personal and domestic occupations	7	1.3	44	2.1	7	2.5	5	2.5
Personal service (other than servants in the home)	7	1.3	41	1.9	7	2.5	5	2.5
House and home work	.....	.....	3	.1	.....	.....	.....	.....
Factory and mechanical occupations	100	19.3	321	15.2	35	12.5	32	16.2
Factory operative	83	16.0	253	12.0	28	10.0	29	14.7
Shoe factory	20	3.9	98	4.6	13	4.6	16	8.1
Clothing factory and other needle trades	2	.4	8	.4	1	.4	2	1.0
Textile mill	10	1.9	39	1.8	7	2.5	6	3.0
Candy factory	3	.6	3	.1	.....	.....	.....	.....
Other factory	48	9.2	105	5.0	7	2.5	5	2.5
Apprentice and helper—skilled trades	17	3.3	68	3.2	7	2.5	3	1.5
Clerical occupations, wrapping, selling, and delivery of goods	410	79.0	1,736	82.1	236	84.3	158	80.2
Office work	35	6.7	196	9.3	21	7.5	12	6.1
Cash and messenger work—department store	85	16.4	149	7.0	17	6.1	12	6.1
Packing, wrapping, labeling, and shipping room work	9	1.7	34	1.6	7	2.5	5	2.5
Selling	29	5.6	67	3.1	15	5.4	6	3.0
Messenger work, errand, and delivery	252	48.6	1,290	61.0	176	62.9	123	62.4
All other occupations	2	.4	13	.6	2	.7	2	1.0

[1] Including one girl whose occupation was not reported.

TABLE 123.—*Occupation in first regular position, by sex of child; comparison of vacation and regular workers issued certificates in Boston and regular workers interviewed who worked and did not work before leaving school*—Concluded.

Occupation in first regular position, and sex.	Children issued certificates in Boston who, before becoming 16, worked—				Children interviewed who left school to work before becoming 16, and who, before leaving school—			
	During vacation or out of school hours.		Regularly.		Worked.[1]		Did not work.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Girls	[2] 338	100.0	1,430	100.0	44	100.0	302	100.0
Personal and domestic occupations	14	4.1	64	4.5	3	.....	15	5.0
Personal service (other than servants in the home)	12	3.6	23	1.6	2	.....	3	1.0
House and home work	2	.6	41	2.9	1	.....	12	4.0
Factory and mechanical occupations	166	49.1	649	45.4	20	.....	144	47.7
Factory operative	163	48.2	642	44.9	20	.....	144	47.7
Shoe factory	66	19.5	202	14.1	8	.....	50	16.6
Clothing factory and other needle trades	40	11.8	203	14.2	6	.....	53	17.5
Textile mill	14	4.1	63	4.4	2	.....	12	4.0
Candy factory	1	.3	14	1.0	.....	.....	8	2.6
Other factory	42	12.4	160	11.2	4	.....	21	7.0
Apprentice and helper—skilled trades	3	.9	7	.5	.....	.....	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	156	46.2	715	50.0	21	.....	143	47.4
Office work	23	6.8	70	4.9	3	.....	14	4.6
Cash and messenger work—department store	65	19.2	370	25.9	6	.....	65	21.5
Packing, wrapping, labeling, and shipping room work	36	10.7	97	6.8	4	.....	23	7.6
Selling	16	4.7	77	5.4	4	.....	15	5.0
Messenger work, errand, and delivery	16	4.7	101	7.1	4	.....	26	8.6
All other occupations	1	.3	2	.1	.....	.....	.....	.....

[1] Not shown where base is less than 50.
[2] Including one girl whose occupation was not reported.

distribution appear greater than they really are because of the fact that the group of children who worked before leaving school was composed of 280 boys and only 44 girls, and therefore tended decidedly to resemble the boys of the entire interviewed group, whereas the group of children who did not work before leaving school was composed of 197 boys and 302 girls and therefore tended decidedly to resemble the girls. When the boys alone are considered the differences are comparatively slight. Nevertheless only one-eighth, 12.5 per cent, of the boys who had worked, as compared with about one-sixth, 16.2 per cent, of those who had not worked before leaving school entered factory and mechanical occupations when they took their first regular positions. This tendency away from factory occupations shown by the boys who had worked before leaving school was accompanied by a corresponding tendency toward "clerical occupations, wrapping, selling, and delivery of goods." This is natural in view of the fact, shown in Table 124, that nearly nine-tenths, 89.6 per cent, of these boys had worked in "clerical

occupations, wrapping, selling, and delivery of goods" in the first positions which they held before leaving school. A large proportion of them, as already stated, held these positions before their fourteenth birthdays and at that time the factory and mechanical occupations were closed to them by law. All the children whose first positions

TABLE 124.—*Occupation in first school position, by nativity of father and nativity and sex of child; interviewed children who worked before leaving school.*

Occupation in first school position and sex of child.	Children who worked before leaving school.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	
Both sexes	324	100.0	83	100.0	169	100.0	59	100.0	13
Personal and domestic occupations	29	9.0	3	3.6	20	11.8	6	10.2	.....
Personal service (other than servants in the home)	18	5.6	1	1.2	11	6.5	6	10.2	.....
House and home work	11	3.4	2	2.4	9	5.3	.....	.....	.....
Factory and mechanical occupations	15	4.6	.....	.....	8	4.7	6	10.2	1
Clerical occupations, wrapping, selling, and delivery of goods	274	84.6	78	94.0	141	83.4	43	72.9	12
Office work	5	1.5	1	1.2	2	1.2	2	3.4	.....
Cash and messenger work—department store	10	3.1	4	4.8	5	3.0	1	1.7	.....
Packing, wrapping, labeling, and shipping room work	7	2.2	3	3.6	3	1.8	1	1.7	.....
Selling	122	37.7	33	39.8	62	36.7	22	37.3	5
Messenger work, errand and delivery	130	40.1	37	44.6	69	40.8	17	28.8	7
All other occupations	3	.9	2	2.4	.....	.....	1	1.7	.....
Not reported	3	.9	.....	.....	.....	.....	3	5.1	.....
Boys	280	100.0	75	100.0	148	100.0	44	100.0	13
Personal and domestic occupations	18	6.4	1	1.3	12	8.1	5	.....	.....
Personal service (other than servants in home)	17	6.1	1	1.3	11	7.4	5	.....	.....
House and home work	1	0.4	.....	.....	1	.7	.....	.....	.....
Factory and mechanical occupations	6	2.1	.....	.....	3	2.0	2	.....	1
Clerical occupations, wrapping, selling, and delivery of goods	251	89.6	72	96.0	133	89.9	34	.....	12
Office work	2	.7	1	1.3	.....	.....	1	.....	.....
Cash and messenger work—department store	1	.4	.....	.....	1	.7	.....	.....	.....
Packing, wrapping, labeling, and shipping room work	4	1.4	2	2.7	2	1.4	.....	.....	.....
Selling	115	41.1	32	42.7	61	41.2	17	.....	5
Messenger work, errand and delivery	129	46.1	37	49.3	69	46.6	16	.....	7
All other occupations	3	1.1	2	2.7	.....	.....	1	.....	.....
Not reported	2	.7	.....	.....	.....	.....	2	.....	.....
Girls	44	100.0	8	100.0	21	100.0	15	100.0	.....
Personal and domestic occupations	11	.....	2	.....	8	.....	1	.....	.....
Personal service (other than servants in home)	1	.....	.....	.....	.....	.....	1	.....	.....
House and home work	10	.....	2	.....	8	.....	.....	.....	.....
Factory and mechanical occupations	9	.....	.....	.....	5	.....	4	.....	.....
Clerical occupations, wrapping, selling and delivery of goods	23	.....	6	.....	8	.....	9	.....	.....
Office work	3	.....	.....	.....	2	.....	1	.....	.....
Cash and messenger work—department store	9	.....	4	.....	4	.....	1	.....	.....
Packing, wrapping, labeling, and shipping room work	3	.....	1	.....	1	.....	1	.....	.....
Selling	7	.....	1	.....	1	.....	5	.....	.....
Messenger work, errand and delivery	1	.....	.....	.....	.....	.....	1	.....	.....
Not reported	1	.....	.....	.....	.....	.....	1	.....	.....

[1] Not shown where base is less than 50.

before leaving school were in factory or mechanical occupations had foreign-born fathers and, in spite of the small proportion of girls in the group as a whole, 9 out of the 15 were girls. This was due to the fact that a larger proportion of the girls than of the boys were over 14 when they took their first school positions.

Over two-fifths, 41.1 per cent, of the first school positions held by boys were for occupations involving selling, generally as newsboys or from peddlers' wagons, and an even larger proportion, 46.1 per cent, were for messenger, errand, and delivery work. About half, 49.3 per cent, of the native boys whose fathers also were native went into messenger, errand, and delivery work in their first positions held before leaving school.

The proportion of all regular positions held by children of native fathers in personal and domestic occupations was slightly larger, 5 per cent, than that held by the children of foreign-born fathers, which was 4.5 per cent both for native and for foreign-born children. In view of this fact it is interesting to note, not only that the proportion of first school positions in those occupations was decidedly higher, 9 per cent, than that of regular positions, but also that within the school position group it was much higher, 11.8 per cent, for the native children of foreign-born fathers than for the native children of native fathers, for whom it was only 3.6 per cent, and slightly higher than for the foreign-born children, for whom it was 10.2 per cent.

METHODS OF SECURING POSITIONS.

Positions in the different occupations were secured by all the various methods already discussed, but in some occupations one method was more commonly used than another. Table 125 shows, for example, for the continuation school group of children, that a larger proportion of the positions for factory and mechanical work than of those for clerical and similar occupations, 32.8 per cent, as compared with 27.4 per cent, were secured through friends or relatives, and also that a larger proportion of the former than of the latter, 46.2 per cent, as compared with 43.5 per cent, were secured independently. On the other hand, a larger proportion of the positions for clerical and similar occupations, 7.5 per cent, than of those for factory and mechanical work, 2.2 per cent, were secured through employment agencies of some sort. Private employment agencies alone filled about one-twentieth, 5.3 per cent, of the clerical and similar positions but less than 1 per cent of the factory and mechanical positions. The placement bureau also filled a somewhat larger proportion of the clerical than of the factory and mechanical positions, 2.4 per cent, as compared with 1.4 per cent, but the day and continuation schools filled a larger proportion of the latter than of the former positions, 5.3 per cent, as compared with 4.5 per cent.

The positions in personal and domestic occupations were secured through friends or relatives more often than those in any other occupational division. Moreover, in a comparatively large proportion of these positions the employer was a relative. Of all the positions in this group of occupations, 40.1 per cent, as compared with only 29.4 per cent of those in all occupations, were secured by friends or relatives. Almost one-sixth, 15.3 per cent, of all these positions, as compared with little over one-ninth, 11.9 per cent, of those in all occupations, were secured through relatives alone, and in 8.4 per cent of them, as compared with only 2.2 per cent of those in all positions, the employer was a relative. This high proportion occurred chiefly among the boys. In 16.3 per cent of all the positions held by boys in this group of occupations, but in only 2.6 per cent of those held by the girls, was the child employed by a relative.

TABLE 125.—*Method of securing position, by occupation; positions held by children in Boston continuation school.*

Method of securing position.	All positions.		Positions held in specified occupation groups.						
			Personal and domestic.		Factory and mechanical.		Clerical, wrapping, selling, and delivery.		Other occupations and not reported.
	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	
Total	7,381	100.0	202	100.0	2,296	100.0	4,854	100.0	29
Position secured through—									
Friend or relative	2,169	29.4	81	40.1	754	32.8	1,328	27.4	6
Friend	1,126	15.3	33	16.3	408	17.8	684	14.1	1
Relative	881	11.9	31	15.3	320	13.9	527	10.9	3
Employer—relative	162	2.2	17	8.4	26	1.1	117	2.4	2
Independently secured	3,254	44.1	70	34.7	1,060	46.2	2,112	43.5	12
Applied personally	3,070	41.6	67	33.2	1,007	43.9	1,985	40.9	11
Answered advertisement	169	2.3	3	1.5	48	2.1	117	2.4	1
Worked there before	15	.2	.....	.....	5	.2	10	.2	.....
Employment offered	328	4.4	21	10.4	68	3.0	234	4.8	5
Employment agency, etc	420	5.7	5	2.5	51	2.2	363	7.5	1
State employment office	105	1.4	2	1.0	20	.9	82	1.7	1
Private employment agency	282	3.8	2	1.0	21	.9	259	5.3	.....
Philanthropic organizations	33	.4	1	.5	10	.4	22	.5	.....
School or placement bureau	490	6.6	6	3.0	153	6.7	331	6.8	.....
Day school	140	1.9	2	1.0	53	2.3	85	1.8	.....
Continuation school	199	2.7	.....	.....	68	3.0	131	2.7	.....
Placement bureau	151	2.0	4	2.0	32	1.4	115	2.4	.....
All other methods	3	.....	.....	.....	1	.....	2	.....	.....
Not reported	717	9.7	19	9.4	209	9.1	484	10.0	5

[1] Not shown where less than one-tenth of 1 per cent.

Table 126 shows, for the children interviewed, that there was considerable difference in the methods by which first positions were secured between the occupations included in the two general groups "factory and mechanical occupations" and "clerical occupations, wrapping, selling, and delivery of goods." This table relates to a different group of children from those included in the preceding table, and also covers only first positions which, as has been shown, are secured by somewhat different methods than later positions. Nevertheless, it confirms the conclusion that a larger proportion of factory than of clerical and similar positions were secured through friends or relatives, and also that a larger proportion of the former than of the latter were secured independently. It also confirms the conclusion that employment agencies, schools, or placement bureaus filled a larger proportion of positions for clerical and similar work than for factory and mechanical occupations.

TABLE 126.—*Method of securing first regular position, by occupation; children interviewed.*

Occupation.	All children.	Children securing first regular position by specified method.									
		Friend or relative.		Independently.		Employment offered.		Employment agency, school, placement bureau, etc.		Not reported.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Total	823	406	49.3	316	38.4	38	4.6	56	6.8	7	0.9
Personal and domestic occupations	30	16	.....	6	.....	4	.....	3	.....	1	.....
Factory and mechanical occupations	231	124	53.7	94	40.7	5	2.2	5	2.2	3	1.3
Factory operative	221	121	54.8	91	41.2	3	1.4	3	1.4	3	1.4
Shoe factory	87	40	46.0	42	48.3	.....	.....	2	2.3	3	3.4
Clothing factory and other needle trades	62	45	72.6	14	22.6	2	3.2	1	1.6	.....	.....
Other factory	72	36	50.0	35	48.6	1	1.4	.....	.....	.....	.....
Apprentice and helper—skilled trades	10	3	.....	3	.....	2	.....	2	.....	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	558	263	47.1	215	38.5	29	5.2	48	8.6	3	.5
Office work	50	23	46.0	17	34.0	3	6.0	6	12.0	1	2.0
Cash and messenger work—department store	100	39	39.0	53	53.0	.....	.....	8	8.0	.....	.....
Packing, wrapping, labeling, and shipping-room work	39	21	.....	17	.....	1	.....	.....	.....	.....	.....
Messenger work, errand and delivery	329	152	46.2	119	36.2	22	6.7	34	10.3	2	.6
Other clerical, etc., occupations	40	28	.....	9	.....	3	.....	.....	.....	.....	.....
All other occupations	4	3	.....	1	.....	.....	.....	.....	.....	.....	.....

[1] Not shown where base is less than 50.

Decided variations were found within the different groups. For instance, friends or relatives secured first positions for not far from three-fourths, 72.6 per cent, of the children who began their industrial careers as operatives in clothing factories or other needle trades but for considerably less than one-half, 46 per cent, of those who began

as operatives in shoe factories. This was doubtless due to the larger proportion of foreign-born children—who, as already noted,[92] tended to secure their positions through their friends or relatives—employed in clothing factories and other needle trades. In cash and messenger work in department stores, moreover, friends and relatives played a much less prominent part in securing first positions than in office or in messenger, errand, and delivery work. Only 39 per cent of the children who went into cash and messenger work in department stores secured their first positions through friends or relatives as compared with 46 per cent of those who went into office work and with 46.2 per cent of those who went into messenger, errand, and delivery work. Over half, 53 per cent, of the department store positions were secured independently. An unusually large proportion, 12 per cent, of the office work positions but nearly as large a proportion, 10.3 per cent, of the messenger, errand, and delivery work positions were secured through employment agencies, schools or placement bureaus.

CHARACTER OF OCCUPATIONS.

The general character of the different occupations in which the children were employed is indicated, in part at least, by the occupation designation. The children who were engaged in messenger, errand, and delivery work, for example, must have walked or ridden on vehicles and in many cases worked outdoors. On the other hand, those who were employed as factory operatives must have carried on their work indoors and for the most part in sitting positions. Children engaged in cash and messenger work in department stores and in "packing, wrapping, labeling, and shipping-room work" also worked indoors, but the former group must have walked a great deal and many of the latter must have stood at their work. It is obvious, therefore, that a large part of the work in which boys were engaged was outdoors and involved much walking, while most of that in which girls were employed was indoors and meant a fairly constant sitting position.

Work at or in connection with machines was not common. In only about one-tenth, 10.7 per cent, of all the positions in which the children interviewed were employed, according to Table 127, was there any machine work. In many, if not most, of these positions the children were employed at machine work for only part of the time. Of the factory operative positions alone, however, not far from one-third, 31.6 per cent, involved some machine work, and as a result machine work was much more common among the girls, who predominated in this group of occupations, than among the boys, who

[92] See Table 83, p. 177.

tended to enter in larger numbers the occupations classed as "clerical occupations, wrapping, selling, and delivery of goods," only 1.9 per cent of which involved any machine work. The largest proportion of positions involving machine work, 40 per cent, was found among the operatives in clothing factories and other needle trades. In over one-sixth, 17.5 per cent, of the positions filled by girls, but only about one-twentieth, 5.3 per cent, of those filled by boys, was there work on or about machines of any kind.

TABLE 127.—*Type of work, by occupation and sex of child; regular positions held by children interviewed.*

Occupation and sex.	Regular positions.						
	Total.	Involving some machine work.		Involving no machine work.		Type of work not reported.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	[2] 1,943	207	10.7	[2] 1,727	88.9	9	0.5
Personal and domestic occupations	89	3	3.4	86	96.6	.....	.....
Factory and mechanical occupations	588	180	30.6	400	68.0	8	1.4
Factory operative	563	178	31.6	378	67.1	7	1.2
Shoe factory	199	59	29.6	137	68.8	3	1.5
Clothing factory and other needle trades	185	74	40.0	108	58.4	3	1.6
Textile mill	53	19	35.8	33	62.3	1	1.9
Other factory	126	26	20.6	100	79.4	.....	.....
Apprentice and helper—skilled trades	25	2	.....	22	.....	1	.....
Clerical occupations, wrapping, selling, and delivery of goods	1,248	24	1.9	1,224	98.1	.....	.....
All other occupations	17	.....	.....	16	.....	1	.....
Boys	[2] 1,093	58	5.3	[2] 1,033	94.5	2	.2
Personal and domestic occupations	38	.....	.....	38	.....	.....	.....
Factory and mechanical occupations	165	44	26.7	120	72.7	1	.6
Factory operative	140	42	30.0	98	70.0	.....	.....
Shoe factory	69	21	30.4	48	69.6	.....	.....
Clothing factory and other needle trades	8	7	.....	1	.....	.....	.....
Textile mill	22	6	.....	16	.....	.....	.....
Other factory	41	8	.....	33	.....	.....	.....
Apprentice and helper—skilled trades	25	2	.....	22	.....	1	.....
Clerical occupations, wrapping, selling and delivery of goods	872	14	1.6	858	98.4	.....	.....
All other occupations	17	.....	.....	16	.....	1	.....
Girls	850	149	17.5	694	81.6	7	.8
Personal and domestic occupations	51	3	5.9	48	94.1	.....	.....
Factory and mechanical occupations	423	136	32.2	280	66.2	7	1.7
Factory operative	423	136	32.2	280	66.2	7	1.7
Shoe factory	130	38	29.2	89	68.5	3	2.3
Clothing factory and other needle trades	177	67	37.9	107	60.5	3	1.7
Textile mill	31	13	.....	17	.....	1	.....
Other factory	85	18	21.2	67	78.8	.....	.....
Apprentice and helper—skilled trades	.....	.....	.....	.....	.....	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	376	10	2.7	366	97.3	.....	.....

[1] Not shown where base is less than 50.
[2] Including 1 position for which occupation was not reported.

OCCUPATIONAL SHIFT.

Before a child could obtain an employment certificate in Massachusetts a physician had to certify that he was physically able to do the

work for which the particular certificate was requested.[93] This physician's certificate, as already stated, was made out on the back of the card, the face of which bore the name of the occupation, written by the employer. The physician, therefore, always knew the name of the occupation in which the employer said the child was to be engaged. There was nothing in the law, however, to prevent the employer from transferring the child to some other occupation whenever occasion arose, provided the other occupation was not so dangerous or injurious that it was prohibited for all children.

In some cases children, upon beginning work, were employed in different occupations from those for which their certificates read, and in a considerable number, though employed in the occupations shown in their certificates, they worked also in supplementary occupations. For example, an errand boy in a grocery might also watch stock and sell to customers during the noon hour. In some of these latter cases children were employed in two different types of occupation at the same time, as when a boy employed by a real estate dealer to run errands was given typewriting to do when not needed for his major occupation, or when a girl employed for sewing by a dressmaker was sent on errands. These supplementary occupations, however, would usually be expected from the nature of the work originally designated and can hardly be considered as evading any safeguard of the law. The cases of the first kind, in which a child was put at work essentially different from that for which the employer stated that he was hired, were comparatively few.

It more often happened that a child was transferred to another occupation than that specified on his promise of employment after he had been at work for a time, and these cases give a conservative measure of the employment of children in occupations not contemplated by the issuing officer or the examining physician when the certificate was issued. In over one-eighth, 13.5 per cent, of all the positions held by the children interviewed, as appears in Table 128, the children were actually transferred from one occupation to another. Most of these transfers, however, were to similar occupations. In 7.9 per cent of their positions the children were transferred to another occupation of the same kind, so far as the occupational classification adopted for this report is concerned, as the one for which the certificate was made out. In about 1 case out of 20, 5.6 per cent, they were transferred to an occupation of a different class. Boys were not shifted so often from one occupation to another in the same position as were girls. About one-eighth, 12.8 per cent, of the positions held by girls showed occupational shifts within the same classification, but only about one-half as large a proportion, 6 per cent, showed occupational shifts to other classifications.

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[93] Acts of 1919, ch. 514, sec. 58, as amended by acts of 1913, ch. 779, sec. 16.

TABLE 128.—*Change of occupation in a position by occupation and sex of child; regular positions held by children interviewed.*

Occupation and sex of child.	Regular positions.						
	Total.	Showing an occupational shift in same classification.		Showing an occupational shift to another classification.		Showing no occupational shift.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	[2] 1,943	154	7.9	108	5.6	[2] 1,681	86.5
Personal and domestic occupations	89	3	3.4	.....	.....	86	96.6
Factory and mechanical occupations	588	87	14.8	23	3.9	478	81.3
Factory operative	563	87	15.5	23	4.1	453	80.5
Shoe factory	199	50	25.1	13	6.5	136	68.3
Clothing factory, and other needle trades	185	24	13.0	3	1.6	158	85.4
Other factory	179	13	7.3	7	3.9	159	88.8
Apprentice and helper—skilled trades	25	.....	.....	.....	.....	25	.....
Clerical occupations, wrapping, selling, and delivery of goods	1,248	64	5.1	84	6.7	1,100	88.1
Office work	101	2	2.0	7	6.9	92	91.1
Cash and messenger work—department store	213	31	14.6	9	4.2	173	81.2
Packing, wrapping, labeling, and shipping-room work	104	5	4.8	13	12.5	86	82.7
Messenger work, errand and delivery	754	25	3.3	55	7.3	674	89.4
Selling	76	1	1.3	.....	.....	75	98.7
All other occupations	17	.....	.....	1	.....	16	.....
Boys	[2] 1,093	45	4.1	57	5.2	[2] 991	90.7
Personal and domestic occupations	38	.....	.....	.....	.....	38	.....
Factory and mechanical occupations	165	7	4.2	8	4.8	150	90.9
Factory operative	140	7	5.0	8	5.7	125	89.3
Shoe factory	69	5	7.2	6	8.7	58	84.1
Clothing factory, and other needle trades	8	1	.....	.....	.....	7	.....
Other factory	63	1	1.6	2	3.2	60	95.2
Apprentice and helper—skilled trades	25	.....	.....	.....	.....	25	.....
Clerical occupations, wrapping, selling, and delivery of goods	872	38	4.4	48	5.5	786	90.1
Office work	73	2	2.7	5	6.8	66	90.4
Cash and messenger work—department store	55	11	20.0	4	7.3	40	72.7
Packing, wrapping, labeling, and shipping-room work	34	2	.....	4	.....	28	.....
Messenger work, errand and delivery	667	23	3.4	35	5.2	609	91.3
Selling	43	.....	.....	.....	.....	43	.....
All other occupations	17	.....	.....	1	.....	16	.....
Girls	850	109	12.8	51	6.0	690	81.2
Personal and domestic occupations	51	3	5.9	.....	.....	48	94.1
Factory and mechanical occupations	423	80	18.9	15	3.5	328	77.5
Factory operative	423	80	18.9	15	3.5	328	77.5
Shoe factory	130	45	34.6	7	5.4	78	60.0
Clothing factory, and other needle trades	177	23	13.0	3	1.7	151	85.3
Other factory	116	12	10.3	5	4.3	99	85.3
Clerical occupations, wrapping, selling, and delivery of goods	376	26	6.9	36	9.6	314	83.5
Office work	28	.....	.....	2	.....	26	.....
Cash and messenger work—department store	158	20	12.7	5	3.2	133	84.2
Packing, wrapping, labeling, and shipping-room work	70	3	4.3	9	12.9	58	82.9
Messenger work, errand and delivery	87	2	2.3	20	23.0	65	74.7
Selling	33	1	.....	.....	.....	32	.....

[1] Not shown where base is less than 50.
[2] Including one position for which occupation was not reported.

The shifting from one occupation to another in the same position was naturally most likely to occur in establishments employing a considerable number of children in different occupations. It is not surprising to find, therefore, that the largest proportion of positions in which girls changed their occupations was found among the shoe-factory operatives. Most of these changes, however, were to similar occupations. More than one-third, 34.6 per cent, of the shoe-factory operative positions held by girls involved changes of occupation within the same classification and only about one-twentieth, 5.4 per cent, to different classifications. Among positions in clothing factories and other needle trades, which were generally in much smaller establishments than shoe factories, only a little over one-eighth, 13 per cent, of those held by girls involved changes within the same classification, while only 1.7 per cent involved changes to another classification. Outside of factories, the only positions in which much shifting occurred were those in which the original occupation was classified as cash or messenger work in department stores. One-fifth, 20 per cent, of the positions so classified which were held by boys and about one-eighth, 12.7 per cent, of those held by girls showed occupational shifts within the same classification and 7.3 per cent of the boys' positions and 3.2 per cent of the girls' positions showed occupational shifts to different classifications.

One important fact brought out in this table is that in nearly one-fourth, 23 per cent, of all the cases in which girls were employed for messenger, errand, and delivery work and in about one-eighth, 12.9 per cent, of those in which they were employed for "packing, wrapping, labeling, and shipping-room work" they were transferred to occupations of an entirely different character. Evidently the occupation tables already given, which are based upon the first kind of work carried on in each position, must exaggerate the amount of work done by girls in these two groups.

Evidently, too, a promise of employment specifying that a girl is to be employed in one of these classes of occupations is peculiarly weak evidence as to what she is actually likely to be called upon to do. In many cases the shift of occupation is a benefit to the child, as when a girl employed to do errands in a dressmaking or millinery establishment is given sewing when she is not needed for errands, and is thus afforded an opportunity to learn at least a little of the trade. In a case in which the physician would not have certified that the child was able to do any and every kind of work the shift may easily be to an occupation which he would not have approved, and the protection of his certificate may be thus entirely removed.

TIME WORKED.

At the time of this study most of the children were still at work, many of them in their first regular positions. How long they may

have stayed in these positions after the date of the interview or after their sixteenth birthdays was not a point included in the study, which covered the industrial histories of the interviewed children only up to the time they were questioned by bureau agents and of the other children only up to their sixteenth birthdays. It was therefore not possible to ascertain the average length of time that the children remained in positions in different occupations. The number of first regular positions which ended within specified periods could be ascertained, however, with a fair degree of accuracy for the children interviewed.[94] Table 129 shows the rate at which first regular positions in different occupations were terminated.

The largest proportion of short-term positions—that is, of positions lasting less than three months—was found, as would be expected, in cash and messenger work in department stores. Of all the first regular positions in this occupation more than one-half, 53 per cent, lasted less than three months; of all those held by girls alone the percentage terminated during this period was even higher, 57.9 per cent. Nearly one-sixth, 16 per cent, of all these positions, and over one-fifth, 21.2 per cent, of those held by girls, lasted less than a week; while over one-third, 35 per cent, of all, and 36.7 per cent of those held by girls lasted from one week to one month. In other words, more than one-half, 51 per cent, of all first regular positions for cash and messenger work in department stores, and not far from three-fifths, 57.9 per cent, of those held by girls lasted less than one month. The great majority of these positions were evidently temporary in character, for special seasons such as the period just before Christmas or for sales. It should be noted, however, that a considerable number of permanent positions for this type of work were evidently open to children, for over one-third, 36 per cent, of all the children—though a smaller proportion, only 31.1 per cent of the girls—who first entered this occupation appear to have held their positions for at least a year.

[94] In calculating the percentages a small proportion of first positions not terminated before the end of 12 months have been treated as if they lasted the full 12 months. The percentages in the table, therefore, slightly understate the proportion terminated before 12 months and slightly overstate the proportion that terminated at 12 months and over. That errors are not great is shown in the following table, in which an estimate has been made of the total number of positions that would have terminated before the end of the year based on the proportion among the known cases.

Per cent of children commencing work whose positions terminated in specified period.

Period.	Uncorrected.	Corrected.	Period.	Uncorrected.	Corrected.
Under 1 week	5.1	5.1	6 months but under 9 months	6.6	7.0
1 week but under 1 month	15.7	15.7	9 months but under 12 months	4.5	4.5
1 month but under 3 months	15.1	15.1	12 months and over	36.2	35.4
3 months but under 6 months	16.9	17.2			

Another occupation in which the percentage of first positions held for less than three months was unusually high was work as operatives in clothing factories and other needle trades. First positions in this occupation were held for less than three months by over two-fifths, 43.6 per cent, of all children, and by a still larger proportion, 45.7 per cent, of the girls concerned. Very few of these positions, however, were terminated within a week and about one-fourth, 24.2 per cent, within from one to three months. At the same time comparatively few clothing factory and needle trades positions, as compared with other occupations, lasted for 12 months or more. For both sexes the proportion lasting that long was not quite three-tenths, 29 per cent, and for girls it was about one-fourth, 25.4 per cent. This is doubtless due to the fact that a large part of the work in clothing factories and other needle trades is seasonal in character, but the rush seasons are much longer than the sales periods of department stores.

Office work and "messenger, errand, and delivery work" showed the highest proportions, 72 per cent for the former and 70.5 per cent for the latter, of positions lasting three months or longer. Office work also showed the highest proportion, 44 per cent, of positions lasting a year or over. Even in messenger work considerably more than one-third, 37.7 per cent, of all the first regular positions held lasted a year or more. In positions lasting for 12 months or more, however, shoe factories ranked higher than messenger work. Of all the first regular positions for work as operatives in shoe factories considerably more than two-fifths, 43.7 per cent and nearly half, 48.3 per cent, of those entered by girls, were held for a year or over. Comparatively few positions in these occupations, as compared with those in occupations which had high proportions of short-time positions, were terminated, as will be seen later,[95] by the discharge of the children.

The positions held by girls generally lasted for shorter periods than those held by boys. Over two-fifths, 41 per cent, of all the first positions held by girls lasted less than three months, and about one-twelfth, 8.7 per cent, of them lasted less than a week, whereas of those held by boys less than one-third, 32.1 per cent, lasted less than three months and a very small proportion, only 2.5 per cent, less than a week. At the same time the proportion of positions lasting 12 months and over which were held by girls and by boys did not differ greatly, 34.7 per cent and 36.3 per cent, respectively. The failure of girls to hold their positions for as long periods as boys was undoubt-

[95] See Table 135, pp. 282–283.

TABLE 129.—*Duration of first regular position by occupation and sex; children interviewed.*

Occupation and sex.	Total.	Children whose first regular positions terminated in—							
		Less than 3 months.							
		Total.		Less than one week.		One week but less than 1 month.		One month but less than 3 months.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	295	35.9	42	5.1	129	15.7	124	15.1
Personal and domestic occupations	30	12	.....	.....	.....	4	.....	8	.....
Factory and mechanical occupations	231	84	36.3	11	4.8	34	14.7	39	16.9
Factory operative	221	84	38.0	11	5.0	34	15.4	39	17.6
Shoe factory	87	31	35.6	2	2.3	17	19.5	12	13.7
Clothing factory, etc	62	27	43.6	3	4.8	9	14.5	15	24.2
Other factory	72	26	36.1	6	8.3	8	11.1	12	16.7
Apprentice and helper, skilled trades	10	.....	.....	.....	.....	.....	.....	.....	.....
Clerical occupations, wrapping, selling and delivery of goods	558	196	35.1	31	5.6	90	16.1	75	13.4
Office work	50	14	28.0	1	2.0	5	10.0	8	16.0
Cash and messenger work—department store	100	53	53.0	16	16.0	35	35.0	2	2.0
Packing, wrapping, labeling, and shipping-room work	39	15	.....	2	.....	5	.....	8	.....
Messenger work, errand and delivery	329	97	29.5	11	3.3	40	12.1	46	14.0
Selling	40	17	.....	1	.....	5	.....	11	.....
All other occupations	4	3	.....	.....	.....	1	.....	2	.....
Boys	477	153	32.1	12	2.5	64	13.4	77	16.1
Personal and domestic occupations	12	6	.....	.....	.....	1	.....	5	.....
Factory and mechanical occupations	67	23	34.3	1	1.5	10	14.9	12	17.9
Factory operative	57	23	40.4	1	1.8	10	17.5	12	21.1
Shoe factory	29	12	.....	.....	.....	6	.....	6	.....
Clothing factory, etc	3	.....	.....	.....	.....	.....	.....	.....	.....
Other factory	25	11	.....	1	.....	4	.....	6	.....
Apprentices and helpers, skilled trades	10	.....	.....	.....	.....	.....	.....	.....	.....
Clerical occupations, wrapping, selling and delivery of goods	394	121	30.7	11	2.8	52	13.2	58	14.7
Office work	33	8	.....	.....	.....	2	.....	6	.....
Cash and messenger work—department store	29	12	.....	1	.....	9	.....	2	.....
Packing, wrapping, labeling and shipping-room work	12	3	.....	.....	.....	2	.....	1	.....
Messenger work, errand and delivery	299	91	30.4	10	3.3	37	12.4	44	14.7
Selling	21	7	.....	.....	.....	2	.....	5	.....
All other occupations	4	3	.....	.....	.....	1	.....	2	.....
Girls	346	142	41.0	30	8.7	65	18.8	47	13.6
Personal and domestic occupations	18	6	.....	.....	.....	3	.....	3	.....
Factory and mechanical occupations	164	61	37.2	10	6.1	24	14.6	27	16.4
Factory operative	164	61	37.2	10	6.1	24	14.6	27	16.4
Shoe factory	58	19	32.8	2	3.5	11	19.0	6	10.3
Clothing factory, etc	59	27	45.7	3	5.1	9	15.3	15	25.4
Other factory	47	15	.....	5	.....	4	.....	6	.....
Clerical occupations, wrapping, selling and delivery of goods	164	75	45.7	20	12.2	38	23.2	17	10.4
Office work	17	6	.....	1	.....	3	.....	2	.....
Cash and messenger work—department store	71	41	57.9	15	21.2	26	36.7	.....	.....
Packing, wrapping, labeling and shipping-room work	27	12	.....	2	.....	3	.....	7	.....
Messenger work, errand and delivery	30	6	.....	1	.....	3	.....	2	.....
Selling	19	10	.....	1	.....	3	.....	6	.....

[1] Not shown when base is less than 50.

TABLE 129.—*Duration of first regular position by occupation and sex; children interviewed*—Concluded.

Occupation and sex.	Children whose first regular positions terminated in—									
	Three months and over.									
	Total.[1]		3 months but less than 6 months.		6 months but less than 9 months.		9 months but less than 12 months.		12 months and over.[1]	
	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]
Both sexes	528	64.1	139	16.9	54	6.6	37	4.5	298	36.2
Personal and domestic occupations	18	.....	5	.....	6	.....	1	.....	6	.....
Factory and mechanical occupations	147	63.7	35	15.1	14	6.1	9	3.9	89	38.5
Factory operative	137	62.0	33	14.9	12	5.4	8	3.6	84	38.0
Shoe factory	56	64.4	11	12.6	5	5.7	2	2.3	38	43.7
Clothing factory, etc	35	56.4	9	14.5	3	4.8	5	8.1	18	29.0
Other factory	46	64.0	13	18.1	4	5.6	1	1.4	28	38.9
Apprentice and helper, skilled trades	10	.....	2	.....	2	.....	1	.....	5	.....
Clerical occupations, wrapping, selling and delivery of goods	362	64.9	98	17.6	34	6.1	27	4.8	203	36.4
Office work	36	72.0	9	18.0	3	6.0	2	4.0	22	44.0
Cash and messenger work—department store	47	47.0	7	7.0	2	2.0	2	2.0	36	36.0
Packing, wrapping, labeling, and shipping-room work	24	.....	11	.....	1	.....	.....	.....	12	.....
Messenger work, errand and delivery	232	70.5	61	18.5	26	7.9	21	6.4	124	37.7
Selling	23	.....	10	.....	2	.....	2	.....	9	.....
All other occupations	1	.....	1	.....	.....	.....	.....	.....	.....	.....
Boys	324	67.9	82	17.2	36	7.5	28	5.9	178	36.3
Personal and domestic occupations	6	.....	1	.....	2	.....	1	.....	2	.....
Factory and mechanical occupations	44	65.7	12	17.9	4	6.0	3	4.5	25	37.4
Factory operative	34	59.7	10	17.5	2	3.5	2	3.5	20	35.1
Shoe factory	17	.....	4	.....	2	.....	1	.....	10	.....
Clothing factory, etc	8	.....	.....	.....	.....	.....	.....	.....	8	.....
Other factory	14	.....	6	.....	.....	.....	1	.....	7	.....
Apprentices and helpers, skilled trades	10	.....	2	.....	2	.....	1	.....	5	.....
Clerical occupations, wrapping, selling and delivery of goods	273	69.3	68	17.3	30	7.6	24	6.1	151	38.4
Office work	25	.....	4	.....	2	.....	2	.....	17	.....
Cash and messenger work—department store	17	.....	1	.....	.....	.....	2	.....	14	.....
Packing, wrapping, labeling and shipping room work	9	.....	4	.....	1	.....	.....	.....	4	.....
Messenger work, errand, and delivery	208	69.5	53	17.7	26	8.7	19	6.3	110	36.8
Selling	14	.....	6	.....	1	.....	1	.....	6	.....
All other occupations	1	.....	1	.....	.....	.....	.....	.....	.....	.....
Girls	204	59.0	57	19.7	18	6.2	9	3.1	120	34.7
Personal and domestic occupations	12	.....	4	.....	4	.....	.....	.....	4	.....
Factory and mechanical occupations	103	62.8	23	14.0	10	6.1	6	3.7	64	39.0
Factory operative	103	62.8	23	14.0	10	6.1	6	3.7	64	39.0
Shoe factory	39	67.3	7	12.1	3	5.2	1	1.7	28	48.3
Clothing factory, etc	32	54.2	9	15.3	3	5.1	5	8.5	15	25.4
Other factory	32	.....	7	.....	4	.....	.....	.....	21	.....
Clerical occupations, wrapping, selling and delivery of goods	89	54.2	30	18.3	4	2.4	3	1.8	52	31.7
Office work	11	.....	5	.....	1	.....	.....	.....	5	.....
Cash and messenger work—department store	30	42.3	6	8.5	2	2.8	.....	.....	22	31.1
Packing, wrapping, labeling, and shipping-room work	15	.....	7	.....	.....	.....	.....	.....	8	.....
Messenger work, errand and delivery	24	.....	8	.....	.....	.....	2	.....	14	.....
Selling	9	.....	4	.....	1	.....	1	.....	3	.....

[1] All the first regular positions which were not terminated at the date of the interview were considered to have lasted for 12 months or over; 66.1 per cent of them had already lasted 12 months or over; 16.6 per cent had already lasted from 9 to 12 months; and 12.9 per cent had lasted from 6 to 9 months. See Appendix Table III, p. 361.

[2] Not shown where base is less than 50.

edly due primarily to their choice of occupations, particularly to their employment in such seasonal occupations as operative work in clothing factories and other needle trades, and in department store "sales."

HOURS OF LABOR.

Decided differences were found in the weekly hours of labor required in the different occupations. Of the 84 cases already mentioned in which the weekly hours were less than 36, Table 130 shows that 37 were positions for messenger, errand, and delivery work, 13 for personal and domestic occupations, 7 for cash and messenger work in department stores, and 5 each for office work and for work as operatives in clothing factories and other needle trades. But the largest proportion of such positions in any one occupation was 14.6 per cent for personal and domestic occupations. For no other kind of occupation except selling was the proportion of positions in which the hours were less than 36 a week higher than the 5 per cent shown for office work. For all positions in factory and mechanical occupations it was only 1.2 per cent. All such positions in factory and mechanical occupations and also for cash and messenger work in department stores were held by girls, and all those for messenger, errand, and delivery work by boys.

Of the 125 positions in which the hours were very long, 54 or over weekly, 62, or about half, were for messenger, errand, and delivery work, but 23 were in personal and domestic and 22 in factory and mechanical occupations. Nevertheless in over one-fourth, 25.8 per cent, of the whole group of positions in personal and domestic service, as compared with 8.2 per cent of those in messenger, errand, and delivery work and with only 3.7 per cent of those in factory and mechanical occupations these hours were required. In considerably over one-third, 37.3 per cent, of the personal and domestic positions held by girls, the hours were over 54 a week; but most of the messenger, errand, and delivery work positions in which these were the hours, 58 out of 62, were held by boys.

Messenger, errand, and delivery work again took the lead in the number of positions in which the hours were over 48 but under 54. Of 172 such positions 85 were for this class of occupations, but 53 were for factory and mechanical occupations, 32 of them for work as operatives in clothing factories and other needle trades. In over one-sixth, 17.3 per cent, of the latter positions the hours were between 48 and 54 a week. All but three of these positions were held by girls. But 78 of the 85 messenger work positions were held by boys.

In most occupations a large majority of the children worked either from 36 to 48 hours or exactly 48 hours a week. In factory and mechanical occupations these two hour groups together included 83.5 per cent of all the positions, the larger proportion, 46.3 per cent, being in the group where the hours were from 36 to 48. In shoe factories, however, over nine-tenths, 92.9 per cent, of the positions required from 36 to 48 or exactly 48 hours work, and in the larger proportion, 64.3 per cent, or not far from two-thirds, the hours were exactly 48 a week. On the other hand, of the factory and mechanical occupations specifically enumerated, work as operatives in clothing factories and other needle trades showed the smallest proportion, 74.1 per cent, of positions in which the hours belonged in one of these two groups. In over one-half, 53 per cent, of these positions, the hours were from 36 to 48 and in only a little over one-fifth, 21.1 per cent, they were exactly 48. It appears, therefore, that of all the factory and mechanical occupations in which the work of children under 16 was used to any considerable extent, their hours varied most in clothing factories and other needle trades, where in nearly one-fourth, 23.8 per cent, of all the positions held the weekly hours were either less than 36 or more than 48. These variations in hours affected the work of girls far more than that of boys, for 177 out of the 185 positions in this occupation were held by girls.

The weekly hours in clerical and similar occupations showed wider variations in general than those in factory and mechanical occupations. The proportion of all positions for clerical and similar work in which the hours were either 36 but less than 48, or exactly 48, was 77.6 per cent, the larger proportion, 41.9 per cent, being in the group where the hours were exactly 48 a week. But even greater differences in the matter of hours were found between the different occupations included in this group than between those included in the group of factory and mechanical occupations. For example, the hours were 36 but less than 48 in over two-thirds, 67.3 per cent, of the office work positions but in only a little over one–half, 51 per cent, of the positions for packing, wrapping, labeling, and shipping-room work, and for less than one-sixth, 14.6 per cent, of those for cash and messenger work in department stores. On the other hand, they were exactly 48 in about one-fifth, 20.8 per cent, of the office work positions, in over one-third, 36.5 per cent, of the positions for packing, wrapping, labeling, and shipping-room work, and in almost four-fifths, 77.9 per cent, of those for cash and messenger work in department stores. In the last-named occupation, cash and messenger work in department stores, the hours were more frequently exactly 48 than in any other, and in only 6.1 per cent of these posi-

TABLE 130.—*Hours weekly, by occupation and sex of child; regular positions held by children interviewed.*

Occupation and sex.	All regular positions.	Regular positions showing specified number of hours weekly.					
		Under 36.		36, under 48.		48 even.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	[2] 1,943	84	4.3	735	37.8	760	39.1
Personal and domestic occupations	89	13	14.6	13	14.6	15	16.9
Factory and mechanical occupations	588	7	1.2	272	46.3	219	37.2
Factory operative	563	7	1.2	258	45.8	214	38.0
Shoe factory	199	.....	.....	57	28.6	128	64.3
Clothing factory and other needle trades	185	5	2.7	98	53.0	39	21.1
Other factory	179	2	1.1	103	57.5	47	26.3
Apprentice and helper, skilled trades	25	.....	.....	14	.....	5	.....
Clerical occupations, wrapping, selling, and delivery of goods	1,248	59	4.7	446	35.7	523	41.9
Office work	101	5	5.0	68	67.3	21	20.8
Cash and messenger work—department store	213	7	3.3	31	14.6	166	77.9
Packing, wrapping, labeling, and shipping-room work	104	.....	.....	53	51.0	38	36.5
Messenger work, errand, and delivery	754	37	4.9	270	35.8	283	37.5
Selling	76	10	13.2	24	31.6	15	19.7
All other occupations	17	5	.....	4	.....	3	.....
Boys	[2] 1,093	60	5.5	409	37.4	389	35.6
Personal and domestic occupations	38	7	.....	7	.....	5	.....
Factory and mechanical occupations	165	.....	.....	75	45.5	61	37.0
Factory operative	140	.....	.....	61	43.6	56	40.0
Shoe factory	69	.....	.....	23	33.3	41	59.4
Clothing factory and other needle trades	8	.....	.....	3	.....	.....	.....
Other factory	63	.....	.....	35	55.6	15	23.8
Apprentice and helper—skilled trades	25	.....	.....	14	.....	5	.....
Clerical occupations, wrapping, selling, and delivery of goods	872	48	5.5	323	37.0	320	36.7
Office work	73	3	4.1	53	72.6	14	19.2
Cash and messenger work—department store	55	.....	.....	10	18.2	40	72.7
Packing, wrapping, labeling, and shipping-room work	34	.....	.....	13	.....	14	.....
Messenger work, errand, and delivery	667	37	5.5	233	34.9	245	36.7
Selling	43	8	.....	14	.....	7	.....
All other occupations	17	5	.....	4	.....	3	.....
Girls	850	24	2.8	326	38.4	371	43.6
Personal and domestic occupations	51	6	11.8	6	11.8	10	19.6
Factory and mechanical occupations	423	7	1.7	197	46.6	158	37.4
Factory operative	423	7	1.7	197	46.6	158	37.4
Shoe factory	130	.....	.....	34	26.2	87	66.9
Clothing factory and other needle trades	177	5	2.8	95	53.7	39	22.0
Other factory	116	2	1.7	68	58.6	32	27.6
Clerical occupations, wrapping, selling, and delivery of goods	376	11	2.9	123	32.7	203	54.0
Office work	28	2	.....	15	.....	7	.....
Cash and messenger work—department store	158	7	4.4	21	13.3	126	79.7
Packing, wrapping, labeling, and shipping-room work	70	.....	.....	40	57.1	24	34.3
Messenger work, errand, and delivery	87	.....	.....	37	42.5	38	43.7
Selling	33	2	.....	10	.....	8	.....

[1] Not shown where base is less than 50.
[2] Including one position for which occupation was not reported.

TABLE 130.—*Hours weekly, by occupation and sex of child; regular positions held by children interviewed*—Concluded.

Occupation and sex.	Regular positions showing specified number of hours weekly.					
	Over 48, under 54.		54 or over.		Not reported.	
	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	172	8.9	125	6.4	[2] 67	3.4
Personal and domestic occupations	8	9.0	23	25.8	17	19.1
Factory and mechanical occupations	53	9.0	22	3.7	15	2.6
Factory operative	50	8.9	20	3.6	14	2.5
Shoe factory	7	3.5	3	1.5	4	2.0
Clothing factory and other needle trades	32	17.3	7	3.8	4	2.2
Other factory	11	6.1	10	5.6	6	3.4
Apprentice and helper—skilled trades	3	.....	2	.....	1	.....
Clerical occupations, wrapping, selling, and delivery of goods	111	8.9	76	6.1	33	2.6
Office work	3	3.0	2	2.0	2	2.0
Cash and messenger work—department store	6	2.8	.....	.....	3	1.4
Packing, wrapping, labeling, and shipping-room work	9	8.7	1	1.0	3	2.9
Messenger work, errand, and delivery	85	11.3	62	8.2	17	2.3
Selling	8	10.5	11	14.5	8	10.5
All other occupations	.....	.....	4	.....	1	.....
Boys	114	10.4	85	7.8	[2] 36	3.3
Personal and domestic occupations	7	.....	4	.....	8	.....
Factory and mechanical occupations	14	8.5	11	6.7	4	2.4
Factory operative	11	7.9	9	6.4	3	2.1
Shoe factory	3	4.3	1	1.4	1	1.4
Clothing factory and other needle trades	3	.....	2	.....	.....	.....
Other factory	5	7.9	6	9.5	2	3.2
Apprentice and helper—skilled trades	3	.....	2	.....	1	.....
Clerical occupations, wrapping, selling, and delivery of goods	93	10.7	66	7.6	22	2.5
Office work	1	1.4	1	1.4	1	1.4
Cash and messenger work—department store	5	9.1	.....	.....	.....	.....
Packing, wrapping, labeling, and shipping-room work	5	.....	1	.....	1	.....
Messenger work, errand, and delivery	78	11.7	58	8.7	16	2.4
Selling	4	.....	6	.....	4	.....
All other occupations	.....	.....	4	.....	1	.....
Girls	58	6.8	40	4.7	31	3.6
Personal and domestic occupations	1	2.0	19	37.3	9	17.6
Factory and mechanical occupations	39	9.2	11	2.6	11	2.6
Factory operative	39	9.2	11	2.6	11	2.6
Shoe factory	4	3.1	2	1.5	3	2.3
Clothing factory and other needle trades	29	16.4	5	2.8	4	2.3
Other factory	6	5.2	4	3.4	4	3.4
Clerical occupations, wrapping, selling, and delivery of goods	18	4.8	10	2.7	11	2.9
Office work	2	.....	1	.....	1	.....
Cash and messenger work—department store	1	.6	.....	.....	3	1.9
Packing, wrapping, labeling, and shipping-room work	4	5.7	.....	.....	2	2.9
Messenger work, errand, and delivery	7	8.0	4	4.6	1	1.1
Selling	4	.....	5	.....	4	.....

[1] Not shown where base is less than 50.
[2] Including one position for which occupation was not reported.

tions were the hours either under 36 or over 48 a week. In no occupation except, perhaps, work as operatives in shoe factories, were the weekly hours of girls as generally within the limit of from 36 to 48, inclusive, as in cash and messenger work in department stores.

The occupation in which the hours of boys varied most widely, with the single exception of personal and domestic occupations, was that classified as messenger, errand, and delivery work. In over one-fourth, 25.9 per cent, of all the positions for messenger, errand, and delivery work held by boys, as might be expected from the preceding discussion, the hours were either less than 36 or more than 48 weekly. The proportion of cases, 36.7 per cent, in which they were exactly 48 was somewhat larger than the proportion, 34.9 per cent, in which they were 36 but less than 48.

The largest proportion of unusual hours for both boys and girls was found, as might be expected, in personal and domestic occupations. Of all the positions held by both sexes in these occupations only 16.9 per cent required exactly 48 hours and 14.6 per cent required 36 but less than 48 hours a week. In nearly one-half, 49.4 per cent, of these positions, and in over one-half, 51.1 per cent, of those held by girls, the weekly hours were either less than 36 or more than 48.

PIECE AND TIME WORK.

In about one-eighth, 12.6 per cent, of all their positions, as shown in Table 131, the children were engaged in piecework. Nearly four-fifths, 195 out of 244, of these positions were in factory and mechanical occupations, 119 of them, or nearly one-half, being in shoe factories. The only other type of occupation in which any considerable proportion of positions involved piecework was "packing, wrapping, labeling, and shipping-room work," and in less than one-sixth, 15.4 per cent, of these positions, as compared with about one-third, 33.2 per cent, of those in factory and mechanical occupations and with nearly three-fifths, 59.8 per cent, of those in shoe factories alone, were the children engaged in piecework. Because of the decided tendency of girls to enter the occupations involving piecework a much larger proportion of the girls than of the boys, 19.9 per cent as compared with 6.9 per cent, held positions in which they were paid by the piece.

The initial wages of both sexes combined were decidedly higher in time-work than in piecework positions. Table 132 shows that in 18.4 per cent of the piecework positions, as compared with only 3.5 per cent of the time-work positions, were wages less than $3 a week. In over three-fourths, 76.6 per cent, of the piecework positions, as compared with little more than two-thirds, 68. 3 per cent, of the time-work positions, were they less than $5. On the other hand, they were $5 or more in over one-fourth, 25. 6 per cent, of the time-work but less than one fifth, 19.7 per cent, of the piecework positions.

TABLE 131.—*Kind of work, by occupation and sex of child; regular positions held by children interviewed.*

Occupation and sex of child.	All regular positions.	Regular positions showing specified kind of work.							
		Time-work.		Piecework.		No cash wage.		Not reported.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	[2]1,943	1,632	84.0	244	12.6	42	2.2	[2]25	1.3
Personal and domestic occupations	89	74	83.1	12	13.5	1	1.1	2	2.2
Factory and mechanical occupations	588	360	61.2	195	33.2	18	3.1	15	2.6
Factory operative	563	336	59.7	195	34.6	17	3.0	15	2.7
Shoe factory	199	74	37.2	119	59.8	.....	.....	6	3.0
Clothing factory and other needle trades	185	128	69.2	35	18.9	15	8.1	7	3.8
Other factory	179	134	74.9	41	22.9	2	1.1	2	1.1
Apprentice and helper—skilled trades	25	24	.....	.....	.....	1	.....	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	1,248	1,184	94.9	36	2.9	22	1.8	6	.5
Office work	101	98	97.0	.....	.....	3	3.0	.....	.....
Cash and messenger work—department store	213	213	100.0	.....	.....	.....	.....	.....	.....
Packing, wrapping, labeling, and shipping-room work	104	86	82.7	16	15.4	.....	.....	2	1.9
Messenger work, errand and delivery	754	730	96.8	12	1.6	8	1.1	4	.5
Selling	76	57	75.0	8	10.5	11	14.5	.....	.....
All other occupations	17	14	.....	1	.....	1	.....	1	.....
Boys	[2]1,093	991	90.7	75	6.9	16	1.5	[2]11	1.0
Personal and domestic occupations	38	24	.....	12	.....	.....	.....	2	.....
Factory and mechanical occupations	165	115	69.7	44	26.7	3	1.8	3	1.8
Factory operative	140	91	65.0	44	31.4	2	1.4	3	2.1
Shoe factory	69	34	49.3	32	46.4	.....	.....	3	4.3
Clothing factory and other needle trades	8	6	.....	1	.....	1	.....	.....	.....
Other factory	63	51	81.0	11	17.5	1	1.6	.....	.....
Apprentice and helper—skilled trades	25	24	.....	.....	.....	1	.....	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	872	838	96.1	18	2.1	12	1.4	4	.5
Office work	73	73	100.0	.....	.....	.....	.....	.....	.....
Cash and messenger work—department store	55	55	100.0	.....	.....	.....	.....	.....	.....
Packing, wrapping, labeling, and shipping-room work	34	34	.....	.....	.....	.....	.....	.....	.....
Messenger work, errand and delivery	667	646	96.9	10	1.5	7	1.1	4	.6
Selling	43	30	.....	8	.....	5	.....	.....	.....
All other occupations	17	14	.....	1	.....	1	.....	1	.....
Girls	850	641	75.4	169	19.9	26	3.1	14	1.6
Personal and domestic occupations	51	50	98.0	.....	.....	1	2.0	.....	.....
Factory and mechanical occupations	423	245	57.9	151	35.7	15	3.5	12	2.8
Factory operative	423	245	57.9	151	35.7	15	3.5	12	2.8
Shoe factory	130	40	30.8	87	66.9	.....	.....	3	2.3
Clothing factory and other needle trades	177	122	68.9	34	19.2	14	7.9	7	4.0
Other factory	116	83	71.6	30	25.9	1	.9	2	1.7
Clerical occupations, wrapping, selling, and delivery of goods	376	346	92.0	18	4.8	10	2.7	2	.5
Office work	28	25	.....	.....	.....	3	.....	.....	.....
Cash and messenger work—department store	158	158	100.0	.....	.....	.....	.....	.....	.....
Packing, wrapping, labeling, and shipping-room work	70	52	74.3	16	22.9	.....	.....	2	2.9
Messenger work, errand and delivery	87	84	96.6	2	2.3	1	1.1	.....	.....
Selling	33	27	.....	.....	.....	6	.....	.....	.....

[1] Not shown where base is less than 50.
[2] Including one position for which occupation was not reported.

The best opportunities for girls to earn the higher rates of wages appear, however, to have been in piecework positions. Although in only 9.3 per cent of the piecework as compared with 10 per cent of the time-work positions held by boys were the initial weekly

wages $6 or over, in 7.7 per cent of the piecework as compared with only 3.3 per cent of the time-work positions held by girls these wages were received. The piecework positions held by girls showed a wide range, for in about one-fifth, 20.1 per cent, of them the initial weekly wages were less than $3, while in 16.6 per cent they were $5 or over. But when all the piecework and the time-work positions in which the girls made $4 or over a week are compared it is found that the advantage is with the piecework, for in 54.5 per cent of the former as compared with only 49.6 per cent of the latter were these wages paid.

TABLE 132.—*Initial weekly wage, by kind of work and sex of child; regular positions held by children interviewed.*

Initial weekly wage and sex.	All regular positions.		Regular positions showing specified kind of work.					
			Time-work.		Piecework.		No cash wage.	Not reported.
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.		
Both sexes	1,943	100.0	1,632	100.0	244	100.0	42	25
Initial wage:								
Under $5	1,302	67.0	1,114	68.3	187	76.6		1
Under $3	103	5.3	57	3.5	45	18.4		1
$3 under $4	413	21.3	364	22.3	49	20.1		
$4 under $5	786	40.5	693	42.5	93	38.1		
$5 or over	465	23.9	417	25.6	48	19.7		
$5 under $6	325	16.7	297	18.2	28	11.5		
$6 or over	140	7.2	120	7.4	20	8.2		
Other [1]	127	6.5	79	4.8	6	2.5	42	
Not reported	49	2.5	22	1.3	3	1.2		24
Boys	1,093	100.0	991	100.0	75	100.0	16	11
Initial wage:								
Under $5	660	60.4	608	61.4	52	69.3		
Under $3	39	3.6	28	2.8	11	14.7		
$3 under $4	135	12.4	123	12.4	12	16.0		
$4 under $5	486	44.5	457	46.1	29	38.7		
$5 or over	355	32.5	335	33.8	20	26.7		
$5 under $6	249	22.8	236	23.8	13	17.3		
$6 or over	106	9.7	99	10.0	7	9.3		
Other [1]	57	5.2	38	3.8	3	4.0	16	
Not reported	21	1.9	10	1.0				11
Girls	850	100.0	641	100.0	169	100.0	26	14
Initial wage:								
Under $5	642	75.5	506	78.9	135	79.9		1
Under $3	64	7.5	29	4.5	34	20.1		1
$3 under $4	278	32.7	241	37.6	37	21.9		
$4 under $5	300	35.3	236	36.8	64	37.9		
$5 or over	110	12.9	82	12.8	28	16.6		
$5 under $6	76	8.9	61	9.5	15	8.9		
$6 or over	34	4.0	21	3.3	13	7.7		
Other [1]	70	8.2	41	6.4	3	1.8	26	
Not reported	28	3.3	12	1.9	3	1.8		13

[1] Including 84 positions where support or meals were given as part or whole of wage; also positions where child worked for nothing or employer failed to pay; and where child worked for less than 1 week on piecework, or only one day each week.

INITIAL WEEKLY WAGES.

Taking both sexes together, the occupation in which the highest proportion of positions paid initial weekly wages of $5 or over, as shown in Table 133, was office work. In personal and domestic occupations, selling, and work as operatives in clothing factories, the proportions of positions in which the wages were not entirely in cash[96] were high, 42.7 per cent, 27.6 per cent, and 10.3 per cent, respectively, and as a result the proportions in all other groups were comparatively low. With the exception of these three occupations, where the money classification can not be considered representative of the actual status, office work showed not only the highest proportion of positions, 28.7 per cent, paying $5 or more, but also the lowest proportion, 65.3 per cent, paying less than $5. In only one such position were the wages less than $3, and that position was held by a girl.

When boys alone are considered, however, factory and mechanical occupations had the highest proportion, 41.8 per cent, of positions paying $5 or more and the lowest proportion, 53.3 per cent, of positions paying less than $5. Although the number of apprentices and helpers in skilled trades is too small to justify the working of percentages, it appears that they contributed largely to this wage superiority of factory and mechanical occupations, for the proportion of positions as factory operatives in which the wages of boys were over $5 was less, 39.3 per cent, than the proportion, 41.8 per cent, in all factory and mechanical occupations. For both sexes together the highest proportion, 27 per cent, of factory operative positions paying $5 or more was found in "other factories," that is in factories other than those making shoes, clothing or textiles. In only one position in a factory or mechanical occupation held by a boy, and that a position as operative in a shoe factory where the work was doubtless paid by the piece, were the initial weekly wages less than $3. On the other hand, the initial weekly wages were $6 or over in 18.8 per cent of all positions held by boys in factory and mechanical occupations, but in only 16.4 per cent of the factory operative positions—again showing, not only the decided superiority in wages of factory and mechanical over any other class of occupations, but also the special advantage of positions as apprentices and helpers in skilled trades.

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[96] Including positions where support or meals were given as part or whole of wage; also positions where child worked for nothing or employer failed to pay; and where he worked for less than one week on piecework, or only one day each week.

TABLE 133.—*Initial weekly wage, by occupation and sex; regular positions held by children interviewed.*

Occupation and sex.	All regular positions.	Regular positions showing specified initial weekly wage.							
		Under $5.							
		Total.		Under $3.		$3 under $4.		$4 under $5.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	[2]21,943	1,302	67.0	103	5.3	413	21.3	786	40.5
Personal and domestic occupations	89	29	32.6	11	12.4	10	11.2	8	9.0
Personal service (other than servants in the home)	46	21	.....	9	.....	5	.....	7	.....
House and home work	43	8	.....	2	.....	5	.....	1	.....
Factory and mechanical occupations	588	402	68.4	45	7.7	140	23.8	217	36.9
Factory operative	563	393	69.8	45	8.0	138	24.5	210	37.3
Shoe factory	199	154	77.4	18	9.0	38	19.1	98	49.2
Clothing factory and other needle trades	185	116	62.7	20	10.8	49	26.5	47	25.4
Textile mill	53	36	67.9	3	5.7	13	24.5	20	37.7
Other factory	126	87	69.0	4	3.2	38	30.2	45	35.7
Apprentice and helper—skilled trades	25	9	.....	.....	.....	2	.....	7	.....
Clerical occupations, wrapping, selling, and delivery of goods	1,248	865	69.3	46	3.7	263	21.1	556	44.6
Office work	101	66	65.3	1	1.0	16	15.8	49	48.5
Cash and messenger work—department store	213	187	87.8	5	2.3	98	46.0	84	39.4
Packing, wrapping, labeling, and shipping-room work	104	72	69.2	7	6.7	27	26.0	38	36.5
Selling	76	36	47.4	4	5.3	15	19.7	17	22.4
Messenger work, errand, and delivery	754	504	66.8	29	3.8	107	14.2	368	48.8
All other occupations	17	6	.....	1	.....	.....	.....	5	.....
Boys	[2]21,093	660	60.4	39	3.6	135	12.4	486	44.5
Personal and domestic occupations	38	16	.....	7	.....	6	.....	3	.....
Personal service (other than servants in the home)	35	15	.....	7	.....	5	.....	3	.....
House and home work	3	1	.....	.....	.....	1	.....	.....	.....
Factory and mechanical occupations	165	88	53.3	1	.6	26	15.8	61	37.0
Factory operative	140	79	56.4	1	.7	24	17.1	54	38.6
Shoe factory	69	44	63.8	1	1.4	15	21.7	28	40.6
Clothing factory and other needle trades	8	2	.....	.....	.....	.....	.....	2	.....
Textile mill	22	14	.....	.....	.....	4	.....	10	.....
Other factory	41	19	.....	.....	.....	5	.....	14	.....
Apprentice and helper—skilled trades	25	9	.....	.....	.....	2	.....	7	.....
Clerical occupations, wrapping, selling, and delivery of goods	872	550	63.1	30	3.4	103	11.8	417	47.8
Office work	73	47	64.4	.....	.....	8	11.0	39	53.4
Cash and messenger work—department store	55	42	76.4	.....	.....	10	18.2	32	58.2
Packing, wrapping, labeling, and shipping-room work	34	14	.....	1	.....	2	.....	11	.....
Selling	43	19	.....	3	.....	8	.....	8	.....
Messenger work, errand, and delivery	667	428	64.2	26	3.9	75	11.2	327	49.0
All other occupations	17	6	.....	1	.....	.....	.....	5	.....
Girls	850	642	75.5	64	7.5	278	32.7	300	35.3
Personal and domestic occupations	51	13	25.5	4	7.8	4	7.8	5	9.8
Personal service (other than servants in the home)	11	6	.....	2	.....	.....	.....	4	.....
House and home work	40	7	.....	2	.....	4	.....	1	.....
Factory and mechanical occupations	423	314	74.2	44	10.4	114	27.0	156	36.9
Factory operative	423	314	74.2	44	10.4	114	27.0	156	36.9
Shoe factory	130	110	84.6	17	13.1	23	17.7	70	53.8
Clothing factory and other needle trades	177	114	64.4	20	11.3	49	27.7	45	25.4
Textile mill	31	22	.....	3	.....	9	.....	10	.....
Other factory	85	68	80.0	4	4.7	33	38.8	31	36.5
Clerical occupations, wrapping, selling, and delivery of goods	376	315	83.8	16	4.3	160	42.6	139	37.0
Office work	28	19	.....	1	.....	8	.....	10	.....
Cash and messenger work—department store	158	145	91.8	5	3.2	88	55.7	52	32.9
Packing, wrapping, labeling, and shipping-room work	70	58	82.9	6	8.6	25	35.7	27	38.6
Selling	33	17	.....	1	.....	7	.....	9	.....
Messenger work, errand, and delivery	87	76	87.4	3	3.4	32	36.8	41	47.1

[1] Not shown where base is less than 50. [2] Including one position for which occupation was not reported.

TABLE 133.—*Initial weekly wage, by occupation and sex; regular positions held by children interviewed*—Concluded.

Occupation and sex.	Regular positions showing specified initial weekly wage.									
	$5 or over.						Other.[1]		Not reported.	
	Total.		$5 under $6.		$6 or over.					
	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]
Both sexes	465	23.9	325	16.7	140	7.2	127	6.5	[3] 49	2.5
Personal and domestic occupations	18	20.2	11	12.4	7	7.9	38	42.7	4	4.5
Personal service (other than servants in the home)	17	.....	10	.....	7	.....	6	.....	2	.....
House and home work	1	.....	1	.....	.....	.....	32	.....	2	.....
Factory and mechanical occupations	140	23.8	85	14.5	55	9.4	26	4.4	20	3.4
Factory operative	126	22.4	79	14.0	47	8.3	24	4.3	20	3.6
Shoe factory	38	19.1	22	11.1	16	8.0	1	.5	6	3.0
Clothing factory and other needle trades	40	21.6	25	13.5	15	8.1	19	10.3	10	5.4
Textile mill	14	26.4	13	24.5	1	1.9	.....	.....	3	5.7
Other factory	34	27.0	19	15.1	15	11.9	4	3.2	1	.8
Apprentice and helper—skilled trades	14	.....	6	.....	8	.....	2	.....	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	300	24.0	228	18.3	72	5.8	60	4.8	23	1.8
Office work	29	28.7	22	21.8	7	6.9	5	5.0	1	1.0
Cash and messenger work—department store	20	9.4	18	8.5	2	.9	1	.5	5	2.3
Packing, wrapping, labeling, and shipping-room work	27	26.0	18	17.3	9	8.7	1	1.0	4	3.8
Selling	19	25.0	11	14.5	8	10.5	21	27.6	.....	.....
Messenger work, errand, and delivery	205	27.2	159	21.1	46	6.1	32	4.2	13	1.7
All other occupations	7	.....	1	.....	6	.....	3	.....	1	.....
Boys	355	32.5	249	22.8	106	9.7	57	5.2	[3] 21	1.9
Personal and domestic occupations	13	.....	8	.....	5	.....	7	.....	2	.....
Personal service (other than servants in the home)	13	.....	8	.....	5	.....	5	.....	2	.....
House and home work	.....	.....	.....	.....	.....	.....	2	.....	.....	.....
Factory and mechanical occupations	69	41.8	38	23.0	31	18.8	5	3.0	3	1.8
Factory operative	55	39.3	32	22.9	23	16.4	3	2.1	3	2.1
Shoe factory	21	30.4	12	17.4	9	13.0	1	1.4	3	4.3
Clothing factory and other needle trades	5	.....	2	.....	3	.....	1	.....	.....	.....
Textile mill	8	.....	7	.....	1	.....	.....	.....	.....	.....
Other factory	21	.....	11	.....	10	.....	1	.....	.....	.....
Apprentice and helper—skilled trades	14	.....	6	.....	8	.....	2	.....	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	266	30.5	202	23.2	64	7.3	42	4.8	14	1.6
Office work	24	32.9	17	23.3	7	9.6	1	1.4	1	1.4
Cash and messenger work—department store	12	21.8	10	18.2	2	3.6	.....	.....	1	1.8
Packing, wrapping, labeling, and shipping-room work	19	.....	15	.....	4	.....	1	.....	.....	.....
Selling	14	.....	9	.....	5	.....	10	.....	.....	.....
Messenger work, errand, and delivery	197	29.5	151	22.6	46	6.9	30	4.5	12	1.8
All other occupations	7	.....	1	.....	6	.....	3	.....	1	.....
Girls	110	12.9	76	8.9	34	4.0	70	8.2	28	3.3
Personal and domestic occupations	5	9.8	3	5.9	2	3.9	31	60.8	2	3.9
Personal service (other than servants in the home)	4	.....	2	.....	2	.....	1	.....	.....	.....
House and home work	1	.....	1	.....	.....	.....	30	.....	2	.....
Factory and mechanical occupations	71	16.8	47	11.1	24	5.7	21	5.0	17	4.0
Factory operative	71	16.8	47	11.1	24	5.7	21	5.0	17	4.0
Shoe factory	17	13.1	10	7.7	7	5.4	.....	.....	3	2.3
Clothing factory and other needle trades	35	19.8	23	13.0	12	6.8	18	10.2	10	5.6
Textile mill	6	.....	6	.....	.....	.....	.....	.....	3	.....
Other factory	13	15.3	8	9.4	5	5.9	3	3.5	1	1.2
Clerical occupations, wrapping, selling, and delivery of goods	34	9.0	26	6.9	8	2.1	18	4.8	9	2.4
Office work	5	.....	5	.....	.....	.....	4	.....	.....	.....
Cash and messenger work—department store	8	5.1	8	5.1	.....	.....	1	.6	4	2.5
Packing, wrapping, labeling, and shipping-room work	8	11.4	3	4.3	5	7.1	.....	.....	4	5.7
Selling	5	.....	2	.....	3	.....	11	.....	.....	.....
Messenger work, errand, and delivery	8	9.2	8	9.2	.....	.....	2	2.3	1	1.1

[1] Including positions where support or meals were given as part or whole of wage; also positions where child worked for nothing or employer failed to pay; and where he worked for less than one week on piece-work or only one day each week.

[2] Not shown where base is less than 50.

[3] Including one position for which occupation was not reported.

Even for girls, less than one-tenth, 9 per cent, of all positions in the entire group of clerical and other similar occupations, as compared with about one-sixth, 16.8 per cent, of positions in the group of factory and mechanical occupations, paid initial weekly wages of $5 or more. Though the proportion of shoe factory positions held by girls in which these wages were paid was somewhat smaller, 13.1 per cent, that of positions in clothing factories and other needle trades was even larger, 19.8 per cent, than for the group as a whole. In more than half, 53.8 per cent, of the positions held by girls in shoe factories the initial weekly wages were $4 but less than $5. At the same time the wide range of wages paid to girls in these occupations is shown by the fact that in about one-tenth, 10.4 per cent, of all their positions in factory and mechanical occupations, in more than one-eighth, 13.1 per cent, of those in shoe factories, and in about one-ninth, 11.3 per cent, of those in clothing factories and other needle trades, their weekly wages were less than $3. Upon the whole, however, the weekly wages paid girls in factory and mechanical occupations were comparatively high—a fact which should be considered in connection with the fact already mentioned that these were the occupations in which piece work was common, and with the further fact that girls received higher wages in piecework than in timework positions.

Wages for cash and messenger work in department stores were lower than in any other occupation. The most common wage for this occupation was $3 but less than $4, which was paid in almost half, 46 per cent, of all the positions held by both sexes and in considerably more than one-half, 55.7 per cent, of those held by girls. Moreover, wages of less than $5 were paid in nearly nine-tenths, 87.8 per cent, of all positions and in over nine-tenths, 91.8 per cent, of those held by girls. Even the boys, whose wages ranged considerably higher than those of the girls, received less than $5 in over three-fourths, 76.4 per cent, of all their positions for cash and messenger work in department stores—a larger proportion than in any other occupation.

Messenger, errand, and delivery work was the next lowest paid occupation for girls; but for boys the occupations thus classified were more varied in character and probably included more responsible positions than for girls, and as a result the wages of boys in these occupations compared more favorably with their wages in other pursuits. Girls received less than $5 in nearly as large a proportion, 87.4 per cent, of these positions, as in their positions for cash and messenger work in department stores, but boys received these wages

in less than two-thirds, 64.2 per cent, of the positions they occupied. Nevertheless, even the wages of boys were lower in messenger, errand, and delivery work positions than in all occupations classified as "clerical occupations, wrapping, selling, and delivery of goods"; and, as has been seen, they were lower in the latter group than in factory and mechanical occupations.

Although between $4 and $6 was the most common wage received by boys, as well as by both sexes combined, the most common wage received by girls was between $3 and $5. In more than half the positions in all the occupations in which more than 50 positions were held by girls these were the wages. The proportion of positions in cash and messenger work in department stores in which girls received $3 but less than $5 was nearly nine-tenths, 88.6 per cent; in messenger, errand, and delivery work it was considerably over four-fifths, 83.9 per cent; and it was about three-fourths, 75.3 per cent, in "other factory" operative positions, and almost as high, 74.3 per cent, in packing, wrapping, labeling, and shipping-room work.

CHANGE IN WEEKLY WAGES.

The changes in weekly wages in all positions which lasted for three months or more, except for positions involving piece work where changes in wages could not be accurately secured, are shown in Table 134. In over half, 51.3 per cent, of all these positions, it appears, there was no change in weekly wages, and in 6.7 per cent of them wages were fluctuating. But in two-fifths, 40.5 per cent, the children's wages were increased, and in over one-fourth, 28.6 per cent, the increases amounted to $1 or more a week. In a larger proportion of the positions held by boys than by girls, 53.3 per cent as compared with 47.3 per cent, there was no change. At the same time a larger proportion of the positions held by boys than of those held by girls, 43.2 per cent as compared with 35.4 per cent, showed increases. This difference, however, should be considered in connection with the fact that in 16.3 per cent of the positions held by girls and only 1.7 per cent of those held by boys the wages were fluctuating. In only two positions, both of them held by boys and both among the occupations classified as messenger, errand, and delivery work, was there a decrease in wages.

TABLE 134.—*Change in weekly wage, by occupation and sex; time work positions held three months and over by children interviewed.*

Occupation, duration of position, and sex	All regular positions showing time work.	Regular positions showing specified change in weekly wage in time work.						Regular positions showing specified change in weekly wage in time work.							
		No change.		Diminishing.		Fluctuating.		Increasing.						Not reported or inapplicable.	
								Total.		Under $1.		$1 and over.			
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	866	444	51.3	2	0.2	58	6.7	351	40.5	103	11.9	248	28.6	11	1.3
Personal and domestic occupations	38	31				1		6		2		4			
Factory and mechanical occupations	176	80	45.5			30	17.0	64	36.4	18	10.2	46	26.1	2	1.1
Factory operative	159	68	42.8			30	18.9	59	37.1	18	11.3	41	25.8	2	1.3
Apprentice and helper—skilled trades	17	12						5				5			
Clerical occupations, wrapping, selling, and delivery of goods	647	330	51.0	2	.3	27	4.2	279	43.1	83	12.8	196	30.3	9	1.4
Office work	69	36	52.2			1	1.4	32	46.4	6	8.7	26	37.7		
Cash and messenger work—department store	75	31	41.3			1	1.3	43	57.3	10	13.3	33	44.0		
Messenger work, errand, and delivery	433	224	51.7	2	.5	14	3.2	184	42.5	61	14.1	123	28.4	9	2.1
Other	70	39	55.7			11	15.7	20	28.6	6	8.6	14	20.0		
All other occupations	5	3						2				2			
Boys	572	305	53.3	2	.3	10	1.7	247	43.2	70	12.2	177	30.9	8	1.4
Personal and domestic occupations	11	9						2				2			
Factory and mechanical occupations	63	34	54.0			3	4.8	26	41.3	4	6.3	22	34.9		
Factory operative	46	22				3		21		4		17			
Apprentice and helper—skilled trades	17	12						5				5			
Clerical occupations, wrapping, selling, and delivery of goods	493	259	52.5	2	.4	7	1.4	217	44.0	66	13.4	151	30.6	8	1.6
Office work	53	25	47.2					28	52.8	5	9.4	23	43.4		
Cash and messenger work—department store	24	11				1		12		4		8			
Messenger work, errand, and delivery	376	198	52.7	2	.5	5	1.3	163	43.4	52	13.8	111	29.5	8	2.1
Other	40	25				1		14		5		9			
All other occupations	5	3						2				2			

Girls	294	139	47.3	.....	.....	48	16.3	104	35.4	33	11.2	71	24.1	3	1.0
Personal and domestic occupations	27	22	.....	.....	.....	1	.....	4	.....	2	.....	2	.....	.....	.....
Factory and mechanical occupations	113	46	40.7	.....	.....	27	23.9	38	33.6	14	12.4	24	21.2	2	1.8
Factory operative	113	46	40.7	.....	.....	27	23.9	38	33.6	14	12.4	24	21.2	2	1.8
Clerical occupations, wrapping, selling, and delivery of goods	154	71	46.1	.....	.....	20	13.0	62	40.3	17	11.0	45	29.2	1	.6
Office work	16	11	.....	.....	.....	1	.....	4	.....	1	.....	3	.....	.....	.....
Cash and messenger work—department store	51	20	39.2	.....	.....	.....	.....	31	60.8	6	11.8	25	49.0	.....	.....
Messenger work, errand, and delivery	57	26	45.6	.....	.....	9	15.8	21	36.8	9	15.8	12	21.1	1	1.8
Other	30	14	.....	.....	.....	10	.....	6	.....	1	.....	5	.....	.....	.....

[1] Not shown where base is less than 50.

For boys, office work was the occupation which showed the largest proportion of positions in which wages were increased, considering only occupations in which boys held as many as 50 positions. Over one-half, 52.8 per cent, of all office positions held by boys showed wage increases. These increases were comparatively substantial, for in more than two-fifths, 43.4 per cent, of all these positions the boys' wages were raised $1 or more. The increases given boys in messenger, errand, and delivery work positions were smaller. In 43.4 per cent of these positions the wages were increased, but in only 29.5 per cent of them did the increases amount to $1 or more. Both these occupations, as will be remembered, had high proportions of positions lasting three months or longer, and office work had a particularly high proportion lasting more than a year. In a somewhat larger proportion of positions held by boys in clerical and other similar occupations than in factory and mechanical occupations, 44 per cent, as compared with 41.3 per cent, were the wages increased, but increases of $1 or more were given in a larger proportion of the factory and mechanical than of the clerical and other similar occupations, 34.9 per cent as compared with 30.6 per cent.

The occupation in which girls received their lowest initial wages, cash and messenger work in department stores, was the one in which they received increases in the highest proportion, 60.8 per cent, of their positions. Moreover, in almost one-half, 49 per cent, of these positions they received increases of $1 or more. As will be remembered, more than half of the positions in this occupation were only temporary and were held less than three months, but the girls who secured fairly permanent positions evidently fared better than their low initial wages would seem to indicate. Partly, at least, because of the frequency with which their wages were increased in cash and messenger work in department stores girls received wage increases in about two-fifths, 40.3 per cent, of their positions in clerical and other similar occupations, as compared with little more than one-third, 33.6 per cent, of their positions in all factory and mechanical occupations.

REASONS FOR LEAVING POSITIONS.

Table 135 gives, for the children interviewed, the reasons for leaving all terminated positions in the different occupations. The most conspicuous point shown in this table is the large proportion of positions for cash and messenger work in department stores from which the children were "laid off." This was given as the reason for leaving almost seven-eighths, 85.5 per cent, of all these positions and nearly nine-tenths, 89.7 per cent, of those held by girls. As girls held 74.2 per cent of all these positions [97] this explains the larger proportion of positions held by girls than by boys, as already noted, from which the children were laid off. The large number of girls

[97] See Table 116, p. 230.

who were employed in temporary positions in department stores, for sales or at other rush times, also explains, at least in part, why the girls held more positions and had more unemployment than did the boys.

Another conspicuous point in the table is the small proportion, only 18.1 per cent, of all terminated positions for work as operatives in shoe factories from which the children were laid off. This, however, may be rather an apparent than a real showing, for at least one large Boston shoe factory made a practice of keeping children on its pay roll through slack seasons, requiring them to report frequently if not every day, but giving them little or no work. As already stated, a great part of the shoe factory work of children is done on a piece price basis. The result of this policy was that the children were not discharged but that during such periods their wages amounted to little or nothing. Only a small proportion of shoe factory positions were left because the children were laid off but a large proportion, 48.9 per cent, were left because they were not satisfactory, the chief cause of dissatisfaction being the low earnings.

In only three occupations were more than two-fifths of the terminated positions held by children ended by their discharge. These were cash and messenger work in department stores already mentioned, "packing, wrapping, labeling, and shipping room work," in which 44.1 per cent of all positions were thus terminated, and work as operatives in clothing factories and other needle trades in which the proportion was 42.5 per cent. The term "packing, wrapping, labeling, and shipping room work" includes positions in a considerable number of industries, many of them more or less seasonal in character, and work in clothing factories is distinctly seasonal. It appears probable, therefore, that in the majority of cases in which children were laid off their discharge was not due to any fault of theirs but to the character of the industry in which they were employed.

The chief reason for leaving positions in personal and domestic occupations and in messenger, errand, and delivery work, as well as in shoe factories, was dissatisfaction on the part of the children. Of all the terminated positions in personal and domestic occupations 44.1 per cent, and of all those in messenger, errand, and delivery work 42.3 per cent were left for this reason.

The positions ended because of the requirement that the children attend continuation school, which constituted only 2.1 per cent of all terminated positions, were fairly evenly distributed among the various occupations. The only noteworthy fact about those which were left in order to return to school, constituting 1.7 per cent of all terminated positions, is the comparatively large proportions in shoe factories and in "packing, wrapping, labeling, and shipping room work," 4.3 per cent and 3.4 per cent, respectively.

TABLE 135.—*Reason for leaving position, by occupation and sex of child; regular positions left by children interviewed.*

Occupation and sex.	All regular positions left.[1]	Regular positions left for specified reason.					
		Laid off.		Position not satisfactory.[2]		Continuation school.	
		Number.	Per cent.[3]	Number.	Per cent.[3]	Number.	Per cent.[3]
All occupations—both sexes	[4] 1,170	483	41.3	429	36.7	25	2.1
Personal and domestic occupations	68	18	26.5	30	44.1		
Factory and mechanical occupations	325	106	32.6	130	40.0	8	2.5
Factory operative	313	103	32.9	127	40.6	7	2.2
Shoe factory	94	17	18.1	46	48.9	2	2.1
Clothing factory and other needle trades	113	48	42.5	39	34.5	1	.9
Other factory	106	38	35.8	42	39.6	4	3.8
Apprentice and helper—skilled trades	12	3		3		1	
Clerical occupations, wrapping, selling, and delivery of goods	762	353	46.3	263	34.5	17	2.2
Office work	46	24		13		2	
Cash and messenger work—department store	152	130	85.5	14	9.2		
Packing, wrapping, labeling, and shipping-room work	59	26	44.1	23	39.0	2	3.4
Messenger work, errand, and delivery	447	152	34.0	189	42.3	13	2.9
Selling	58	21	36.2	24	41.4		
All other occupations	14	6		6			
Not reported	1						
Occupations—boys	[4] 646	231	35.8	262	40.6	16	2.5
Personal and domestic occupations	29	9		10			
Factory and mechanical occupations	94	31	33.0	35	37.2	3	3.2
Factory operative	82	28	34.1	32	39.0	2	2.4
Shoe factory	34	6		15		1	
Clothing factory and other needle trades	5	3		2			
Other factory	43	19		15		1	
Apprentice and helper—skilled trades	12	3		3		1	
Clerical occupations, wrapping, selling, and delivery of goods	508	185	36.4	211	41.5	13	2.6
Office work	27	13		6		2	
Cash and messenger work—department store	35	25		8			
Packing, wrapping, labeling, and shipping-room work	14	5		7		1	
Messenger work, errand, and delivery	400	130	32.5	175	43.8	10	2.5
Selling	32	12		15			
All other occupations	14	6		6			
Occupations—girls	524	252	48.1	167	31.9	9	1.7
Personal and domestic occupations	39	9		20			
Factory and mechanical occupations	231	75	32.5	95	41.1	5	2.2
Factory operative	231	75	32.5	95	41.1	5	2.2
Shoe factory	60	11	18.3	31	51.7	1	1.7
Clothing factory and other needle trades	108	45	41.7	37	34.3	1	.9
Other factory	63	19	30.2	27	42.9	3	4.8
Clerical occupations, wrapping, selling, and delivery of goods	254	168	66.1	52	20.5	4	1.6
Office work	19	11		7			
Cash and messenger work—department store	117	105	89.7	6	5.1		
Packing, wrapping, labeling, and shipping-room work	45	21		16		1	
Messenger work, errand, and delivery	47	22		14		3	
Selling	26	9		9			

[1] That is, omitting entirely those not left.
[2] Disliked work or place, no advancement, low wages, work too hard or hours long, secured better position.
[3] Not shown where base is less than 50.
[4] Including one position for which occupation was not reported.

TABLE 135.—*Reason for leaving position, by occupation and sex of child; regular positions left by children interviewed*—Concluded.

Occupation and sex.	Regular positions left for specified reason.					
	Returned to school.		Other reasons.		Not reported.	
	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
All occupations—both sexes	20	1.7	179	15.3	[2] 34	2.9
Personal and domestic occupations			18	26.5	2	2.9
Factory and mechanical occupations	6	1.8	65	20.0	10	3.1
Factory operative	5	1.6	61	19.5	10	3.2
Shoe factory	4	4.3	21	22.3	4	4.3
Clothing factory and other needle trades	1	.9	22	19.5	2	1.8
Other factory			18	17.0	4	3.8
Apprentice and helper—skilled trades	1		4			
Clerical occupations, wrapping, selling and delivery of goods	14	1.8	94	12.3	21	2.8
Office work	2		5			
Cash and messenger work—department store			5	3.3	3	2.0
Packing, wrapping, labeling, and shipping-room work	2	3.4	5	8.5	1	1.7
Messenger work, errand, and delivery	8	1.8	69	15.4	16	3.6
Selling	2	3.4	10	17.2	1	1.7
All other occupations			2			
Not reported					1	
Occupations—boys	13	2.0	105	16.3	[2] 19	2.9
Personal and domestic occupations			9		1	
Factory and mechanical occupations	4	4.3	19	20.2	2	2.1
Factory operative	3	3.7	15	18.3	2	2.4
Shoe factory	3		8		1	
Other factory			7		1	
Apprentice and helper—skilled trades	1		4			
Clerical occupations, wrapping, selling, and delivery of goods	9	1.8	75	14.8	15	3.0
Office work	2		4			
Cash and messenger work—department store			1		1	
Packing, wrapping, labeling, and shipping-room work			1			
Messenger work, errand, and delivery	6	1.5	65	16.3	14	3.5
Selling	1		4			
All other occupations			2			
Occupations—girls	7	1.3	74	14.1	15	2.9
Personal and domestic occupations			9		1	
Factory and mechanical occupations	2	.9	46	19.9	8	3.5
Factory operative	2	.9	46	19.9	8	3.5
Shoe factory	1	1.7	13	21.7	3	5.0
Clothing factory and other needle trades	1	.9	22	20.4	2	1.9
Other factory			11	17.5	3	4.8
Clerical occupations, wrapping, selling, and delivery of goods	5	2.0	19	7.5	6	2.4
Office work			1			
Cash and messenger work—department store			4	3.4	2	1.7
Packing, wrapping, labeling, and shipping-room work	2		4		1	
Messenger work, errand, and delivery	2		4		2	
Selling	1		6		1	

[1] Not shown where base is less than 50.
[2] Including one position for which occupation was not reported.

SICKNESS AND ACCIDENTS.

All the children included in this study were supposed to have had physical examinations before receiving their employment certificates. As this examination could be given by a family or school physician, as well as by a physician appointed for this purpose, no uniformity could be expected between different cities in the matter of records as to the physical condition of children when they went to work. In Boston, where nearly all the children were examined by the physician at the certificate office, a uniform record form was used. An attempt was made, therefore, to secure from these forms, for the Boston children included in the study, information as to the physical defects with which they went to work or which may have been noted when they applied for second or later certificates; but the files had not been carefully kept and the physical examination records were missing for so many children that this attempt had to be abandoned.

The physical examination given when a child applied for permission to go to work rarely resulted, at the time of this study, in the refusal of a certificate; and the cases in which the certificate was even temporarily withheld on account of lack of vaccination or because of evidence of a communicable disease were almost as rare as refusals. At the certificate office it was stated that the chief reason for this was that children with physical disabilities rarely applied as they knew that they would not be granted certificates.

Many of the children interviewed reported to agents of the bureau that they had not been told of minor physical defects which the physician had noted on the physical examination form and about which the agents questioned them. In no case was a certificate withheld until any minor trouble, such as defective teeth or eyesight, was corrected.

Little attention was paid in the physical examination to the occupation in which the child expected to be employed. The shifts in occupation which, as previously stated, occurred during employment in a single position[98] did not, therefore, have the practical importance that they would have had if more distinction had been made in the first place between occupations.

Although children were supposed to be reexamined when they returned for later certificates, the records of the certificate office afforded no information as to the effects, upon their health, of the

[98] See pp. 258–261.

various occupations in which they had been engaged. The Massachusetts General Hospital had at the time of this study begun to keep separate records of all persons, children as well as adults, treated for diseases resulting from their occupations. But these records included only cases in which the ill effects of an occupation were so acute as to necessitate treatment and in which the patient applied for assistance to the Massachusetts General Hospital.

The only information secured in regard to sickness among the children studied which could be utilized as the basis of any statistical statement was obtained by questioning the 823 children who were interviewed in regard to illnesses that had occurred between the time they took their first regular positions and the date of the interview. This information, of course, has no medical value, as it is based upon the child's statement of his own case, but it does furnish a rough estimate as to the number of cases, the probable causes, and the amount of time lost through sickness.

At the same time that the children were questioned about sickness, they were asked whether they had suffered from any accident and, if so, what was the cause and how much time they had lost from their work. The information thus secured related not only to accidents which occurred in the course of their work but also to accidents which had no connection with their work. To supplement this information the records of the Massachusetts Accident Board were searched for reports of accidents to any of the 823 children interviewed. These records, since they were based on reports by employers, related only to accidents which were in some way connected with places of employment. Not all accidents thus reported occurred in the course of employment. An employer would report, for example, an accident resulting from a scuffle between two boys during their lunch hour if it occurred on his premises. In a few cases it was found that children failed to tell the bureau agents of accidents which their employers had reported to the accident board, and in others they told of accidents which had not been reported. But in practically all cases of either kind of discrepancy the accident was trival in character.

The number of cases of either sickness or accident reported by the 823 children interviewed, according to Table 136, was 424. Of these considerably more than one-fourth, 28.1 per cent, were due to colds, grippe, or sore throat,[99] and about one-fifth, 20.3 per cent, to accidents. More than one-tenth of all the cases were due to eye diseases and eye defects, which showed 11.8 per cent, and to headache and neuralgia, which showed 10.6 per cent. Digestive disorders caused 7.1 per cent of the cases, skin diseases, boils, and abscesses 5.7 per

[99] This was during an ordinary period, so far as colds, grippe, etc., are concerned, as it was before the influenza epidemic.

cent, and toothache 2.6 per cent. No other single cause or related group of causes was responsible for as many as 10 cases of sickness or accident.

Of the 424 cases, 241 occurred to boys and 183 to girls.

Sixty-three of the cases among the boys, however, were due to accidents, which caused only 23 of those occurring among the girls. On the other hand, 178 of the cases of sickness occurred to boys, while 160 occurred to girls. Comparing these figures with the number of boys and girls who were interviewed in regard to sickness or accidents, it appears that the boys were much more likely to suffer from accidents but somewhat less likely to suffer from sickness than were the girls.

TABLE 136.—*Nature of case, by sex of child; cases of sickness or accident reported by children interviewed.*

Nature of case.	Number of cases of sickness or accident to—					
	Both sexes.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Total	424	100.0	241	100.0	183	100.0
Nature reported	409	96.5	233	96.7	176	96.2
Cold, grippe, sore throat	119	28.1	65	27.0	54	29.5
Injuries by accident	86	20.3	63	26.1	23	12.6
Eye diseases and eye defects	50	11.8	26	10.8	24	13.1
Headache and neuralgia	45	10.6	19	7.9	26	14.2
Digestive disorders	30	7.1	21	8.7	9	4.9
Skin diseases, boils, and abscesses	24	5.7	12	5.0	12	6.6
Toothache	11	2.6	7	2.9	4	2.2
Pneumonia and bronchitis	8	1.9	4	1.7	4	2.2
Ear diseases	6	1.4	4	1.7	2	1.1
Heart trouble	4	.9	2	.8	2	1.1
Nervous diseases	3	.7	.....	.....	3	1.6
Contagious diseases	3	.7	3	1.2	.....	.....
Other diseases	20	4.7	7	2.9	13	7.1
Nature not reported	15	3.5	8	3.3	7	3.8

In proportion to the number of girls, all the diseases which caused more than 10 cases of sickness, except digestive disorders and toothache, occurred more frequently among them. Although girls constituted only 42 per cent of the children who were interviewed, they had 45.4 per cent of the cases of colds, grippe, or sore throat, 48 per cent of those of eye diseases and eye defects, 50 per cent of those of skin diseases, boils and abscesses, and 57.8 per cent of those of headache and neuralgia. The boys, however, appear to have been more liable to suffer from digestive disorders and from toothache than the girls. Of the 30 cases of digestive disorders 21, and of the 11 cases of toothache 7, occurred to boys. These numbers, however, are small.

The amount of time lost from work on account of sickness or accident was small as compared with the amount lost by reason of unemployment. Table 137 shows that the children who had been at work for one year or more had lost through sickness or accidents

only 2.6 per cent of their time, the boys somewhat less than the girls, 2.4 per cent as compared with 3 per cent. The children who had been at work less than a year, most of whom were younger at the time of the interview than those in the other group, had lost 4.1 per cent of their working time; and in this group the boys had lost more time than the girls, 4.6 per cent as compared with 3.3 per cent.

This does not mean, of course, that these children were in perfect health during all the remainder of the time between the dates when they took their first regular positions and when they were interviewed. Some of the cases of sickness and accident reported were too trivial to cause loss of time from work. These two groups of children were unemployed, respectively, during 14.4 per cent and 13.3 per cent of their time, and no illness or accident which occurred during a period of unemployment—that is, between two different positions—was considered to have caused loss of time from work, even though it might have prevented the child from securing another position as soon as he would otherwise have done. The somewhat greater amount of unemployment among the children who had been at work for a year or more may have contributed to the smaller proportion of time which they lost on account of sickness or accident. It is probable that with greater length of industrial experience children tend more frequently to disregard minor ailments and continue at their work.

TABLE 137.—*Time lost on account of sickness or accident, by length of industrial history and sex; children interviewed.*

Sex.	Percentage of time lost on account of sickness or accident of—	
	Children who had been at work less than 1 year.	Children who had been at work 1 year or over.
Both sexes	4.1	2.6
Boys	4.6	2.4
Girls	3.3	3.0

SICKNESS.

According to Table 138, more than one-third, 36 per cent, of all the children interviewed—34.6 per cent of the boys and 37.9 per cent of the girls—reported at least 1 case of sickness. Of the 296 children who reported sickness, moreover, 34 reported two and 4 three cases. Only a little over three-fourths, 76 per cent, of these children, however—including 32 of the 34 who reported 2 and all 4 of those who reported 3 cases—stated that they had lost time

from work on account of sickness. All 4 of the children who reported 3 cases of sickness and 21 of the 34 who reported 2 cases were girls.

TABLE 138.—*Cases of sickness per child and time lost from work, by sex; children interviewed.*

Sex.	Children.					
	Total.	Reporting no sickness.	Reporting sickness.			
			Total.	1 case.	2 cases.	3 cases.
Both sexes:						
Number	823	527	296	258	34	4
Per cent distribution	100.0	64.0	36.0	31.3	4.1	0.5
Losing time from work on account of sickness:						
Number	225	.....	225	189	32	4
Per cent distribution	100.0	.....	100.0	84.0	14.2	1.8
Losing no time from work on account of sickness:						
Number	591	527	64.0	63	1	.....
Per cent distribution	100.0	89.2	10.8	10.7	0.2	.....
Not reported	7	.....	7	6	1	.....
Boys:						
Number	477	312	165	152	13	.....
Per cent distribution	100.0	65.4	34.6	31.9	2.7	.....
Losing time from work on account of sickness:						
Number	130	.....	130	117	13	.....
Per cent distribution	100.0	.....	100.0	90.0	10.0	.....
Losing no time from work on account of sickness:						
Number	347	312	35	35	.....	.....
Per cent distribution	100.0	89.9	10.1	10.1	.....	.....
Girls:						
Number	346	215	131	106	21	4
Per cent distribution	100.0	62.1	37.9	30.6	6.1	1.2
Losing time from work on account of sickness:						
Number	95	.....	95	72	19	4
Per cent distribution	100.0	.....	100.0	75.8	20.0	4.2
Losing no time from work on account of sickness:						
Number	244	215	29	28	1	.....
Per cent distribution	100.0	88.1	11.9	11.5	0.4	.....
Not reported	7	.....	7	6	1	.....

For more than one-fourth, 26.3 per cent, of their cases of sickness the children, according to Table 139, reported no working time lost. Although the girls had more cases than the boys, a smaller proportion of their cases resulted in loss of time. Only about two-thirds, 66.9 per cent, of the cases of sickness reported by girls, as compared with about three-fourths, 75.3 per cent, of those reported by boys, resulted in loss of time from work.

TABLE 139.—*Time lost from work on account of sickness, by sex of child; cases of sickness reported by children interviewed.*

Time lost from work on account of sickness.	Cases of sickness reported by—					
	Both sexes.		Boys.		Girls.	
	Cases.	Per cent distribution.	Cases.	Per cent distribution.	Cases.	Per cent distribution.
Total	338	100.0	178	100.0	160	100.0
No time lost	89	26.3	44	24.7	45	28.1
Some time lost	241	71.3	134	75.3	107	66 9
Not reported	8	2.4	.....	.....	8	5 0

ACCIDENTS.

The 86 accidents already mentioned occurred, as shown in Table 140, to 66 children, 51 boys and 15 girls. Of these children 59 reported only 1 case of accident each, but 3 boys and 1 girl reported 2 cases each, and 2 boys and 1 girl reported 3 or more cases each. About one-twelfth, 8 per cent, of the children interviewed—more than one-tenth, 10.7 per cent, of the boys but less than one-twentieth, 4.3 per cent, of the girls—had had accidents of some sort.

TABLE 140.—*Number of cases of accident per child and time lost from work, by sex; children interviewed.*

Number of cases of accidents.	Both sexes.					Boys.					Girls.			
	Total.		Losing time from work on account of accidents.			Total.		Losing time from work on account of accidents.			Total.		Losing time from work on account of accidents.	
	Number.	Per cent distribution.	Yes.	No.	Not reported.	Number.	Per cent distribution.	Yes.	No.	Not reported.	Number.	Per cent distribution.	Yes.	No.
All children	823	100.0	42	779	2	477	100.0	35	440	2	346	100.0	7	339
Reporting no accidents	757	92.0	.....	757	.....	426	89.3	.....	426	.....	331	95.7	.....	331
Reporting accidents	66	8.0	42	22	2	51	10.7	35	14	2	15	4.3	7	8
1 case	59	7.2	38	21	.....	46	9.6	33	13	.....	13	3.8	5	8
2 cases	4	.5	2	.....	2	3	.6	1	.....	2	1	.3	1	....
3 or more cases	3	.4	2	1	.....	2	.4	1	1	.....	1	.3	1	....

As in the cases of sickness, not all these accidents resulted in loss of time from work. In nearly one-third, 32.6 per cent, of all the cases of accident, according to Table 141, no time was lost. Twenty of these accidents occurred to boys and eight to girls. The girls and boys apparently differed little in the proportions of their accidents which resulted in loss of time.

TABLE 141.—*Time lost from work on account of accident, by sex of child; accidents reported by children interviewed.*

Time lost from work on account of accident.	Accidents to—				
	Both sexes.		Boys.		Girls.[1]
	Number.	Per cent distribution.	Number.	Per cent distribution.	
Total	86	100.0	63	100.0	23
No time lost	28	32.6	20	31.7	8
Some time lost	55	64.0	40	63.5	15
Not reported	3	3.5	3	4.8	.....

[1] Rate not shown where base is less than 50.

Not all these accidents, it should be remembered, occurred in the course of employment. Table 142 shows that not far from one-fourth, 23.3 per cent, of all the accidents and about three-tenths, 30.2 per cent, of those reported by boys, occurred when the children were not at work.

Sixty accidents occurred while the children were at work—38 of them to boys and 22 to girls. Most of the accidents to girls, 17 out of the 22, but only 9 of the accidents to boys, were due to machinery. This comparatively large number of accidents to girls from machinery is doubtless due to the fact that to a greater extent than boys they were employed in machine work.[1] Elevators and vehicles, which caused no accidents to girls, caused, respectively, 3 and 6 accidents to boys, while hand tools caused 4 accidents to boys and only 1 to a girl.

TABLE 142.—*Time and cause of accident, by sex of child; accidents reported by children interviewed.*

Time and cause of accident.	Accidents to—				
	Both sexes.		Boys.		Girls.[a]
	Number.	Per cent distribution.	Number.	Per cent distribution.	
Total	86	100.0	63	100.0	23
Accidents when not at work	20	23.3	19	30.2	1
Accidents when at work	60	69.8	38	60.3	22
Machinery	26	30.2	9	14.3	17
Elevators	3	3.5	3	4.8	.....
Vehicles	6	7.0	6	9.5	.....
Hand tools	5	5.8	4	6.3	1
Other	20	23.3	16	25.4	4
Time of accident not reported	6	7.0	6	9.5	.....

[a] Rate not shown where base is less than 50.

[1] See Table 127, p. 258.

ENFORCEMENT OF THE CHILD-LABOR LAW.

At the time this study was made two agencies were responsible for the enforcement of the child-labor laws of Massachusetts, local school authorities and inspectors of the State board of labor and industries. The local school authorities had two tasks, that of issuing employment and educational certificates and that of following up children to see that the compulsory school and continuation-school attendance laws were enforced. The issuing of certificates, as earlier stated, was a function of the superintendent of schools or some one deputized by him for that purpose. The enforcement of attendance was a function of the school attendance officers who worked under the direction of the superintendent of schools. The inspectors of the State board of labor and industries, on the other hand, were expected to see that no children under 14 were employed, that employment certificates were on file for children between 14 and 16, and educational certificates for those between 16 and 21 years of age, and that children were not employed in occupations or for hours prohibited by law. They also enforced other laws which affected both adults and children, especially those relating to safety and sanitation.

The method of issuing certificates has already been sufficiently described. It should be noted in connection with the subject of law enforcement that a certificate office is not merely an agency for issuing permits to leave school for work, but is itself part of the enforcement machinery, not only of the child-labor laws but also of the compulsory school-attendance laws. The chief function of the certificate office is to see that children do not enter industry who have not attained the age and school standing required by law or who are not physically able to work. But this office also receives from employers the certificates of children who have left their positions or been discharged and who therefore should return to school unless they secure new positions and new certificates. Its records, too, furnish the principal source of information as to children who should be attending continuation school.

Keeping children under 16 years of age in school does not, of course, prevent them from being employed illegally during vacations or outside of school hours. Nevertheless, the occupations in which they can engage while in regular attendance at school are comparatively limited, and strict enforcement of the compulsory school-attendance law is of material assistance in preventing illegal employment. The work of attendance officers, therefore, both in preventing

children enrolled in school from leaving without legal excuse—either an employment certificate or a special home permit—and in securing the enrollment of newcomers to the city, is another part of the machinery for enforcing the child-labor law.

In Boston at the time of this study if a child under 16 years of age left school without having obtained either a transfer card to another school, a special home permit, or a school record to present in applying for an employment certificate, the teacher was required to send a formal notification to the chief attendance officer. This official assigned the case to the attendance officer in charge of the district in which the school was located. The city was divided into 21 such districts, with a corresponding number of attendance officers. When the child had been located and the cause of absence ascertained a report was sent back to the teacher for his information. Private and parochial as well as public schools, it was said, notified the attendance department of absences.

Children who secured school records as a preliminary to applying for employment certificates were not discharged from school until after the certificates were actually issued. In order to insure that such a child did not drop out without securing a certificate the school records were made out in duplicate and one copy was forwarded to the superintendent of schools. When the child's certificate had actually been issued this copy, indorsed on the back with the date of issuance and the signature of the issuing officer, was returned to the school by the attendance officer and only then was the child supposed to be dropped from the school register. Children who did not apply for certificates within about 10 days after having received their school records were investigated by attendance officers. In case the certificate was refused that fact was noted on the back of the school record which then constituted a notice not to discharge the child and in addition the attendance officer was expected to see that the child returned to school.

In locating children who had never been enrolled in school in Boston no use was made of the school census, but attendance officers occasionally made canvasses of their districts. They also made regular visits to the office of the Immigration Service to secure the names and addresses of children coming from abroad. But the names of children who applied at the certificate office without the requisite documents or with documents improperly made out were not recorded by the issuing officer. Some of these children may have been newcomers to the city or for other reasons may not have been enrolled in school and, if so, they could easily go to work illegally when they found difficulties in the way of securing certificates.

As for the return to school of children who were temporarily unemployed, during the early part of the period covered by this inquiry

little effort was made in this direction. The new eight-hour law for children under 16 went into effect in September, 1913, at the same time as the new certificate law, and its immediate result was the discharge of a considerable number of children—all of whom had gone to work before September 1, 1913, and who were therefore not included in this study. The number of children discharged and the fact that it was considered impossible to send back to school any of those who had been employed for some time, resulted in practically no effort being made to return to school any unemployed children. Gradually the children originally thrown out of work by the eight-hour law secured new positions or became 16 and were therefore no longer subject to the compulsory-education law. At the same time the new legal provision requiring employers to return to the certificate office the certificates of children who left work or were discharged led to the accumulation of evidence never before available as to what children were unemployed. By the end of the period covered by this study, as has been stated, more or less successful efforts were being made to have these children attend continuation school every day until they had secured new positions.

Because of the large number of employers in Boston it was found difficult to secure the prompt return of all certificates, and unless the certificates are returned it is not possible even to know the names of the unemployed children. To aid in insuring prompt return, the certificate office refused to issue a new certificate to a child until his previous one had been returned. This made the child, as well as the officials, interested in forcing the employer to obey the law; but it was of only indirect assistance in case the child did not soon secure a new position, and these were exactly the cases where it was most important that the school authorities be notified of the unemployment..

The Boston attendance officers, in the course of their work, not infrequently inspected industrial establishments. The main burden of such inspections, however, rested upon the inspectors of the State board of labor and industries. These inspectors were specifically directed, while school attendance officers were only permitted, to visit "factories, workshops, manufacturing, mechanical, and mercantile establishments" to ascertain whether children were employed contrary to law.[2] During most of the period covered by this study there were for the entire State only 24 of these inspectors (of whom 12 were industrial health inspectors); 19 of them were men and 5 were women. With this force it was not believed possible to inspect all establishments in the State more often than once a year. Some establishments in which violations had been found were visited again within a comparatively short period.

[2] Acts of 1909, ch. 514, sec. 62, as amended by acts of 1913, ch. 779, sec. 20.

The methods of inspection for child labor varied with the inspector and with the size of the establishment. Sometimes an inspector would take from the office all the certificates on file and endeavor to identify each child for whom he found a certificate. In the larger establishments he was more likely to pick out children while going through the rooms and ask them to sign their names on a slip of paper, looking afterwards in the office files for their certificates. Orders were made out in triplicate, a white copy to be left with the employer, a pink copy to be sent to the State board, and a blue copy to be kept by the inspector. A date was usually set before which the order must be obeyed, and at or near the expiration of the time the inspector was instructed by the attorney for the board to visit the establishment again and ascertain whether the order had been complied with or prosecution should be undertaken. Inspectors did not usually recommend prosecution unless the employer was a repeated offender or the violation was long continued and evidently willful.

The inspectors in Boston as a rule made no reports to the school authorities as to children whom they ordered discharged. An inspector sometimes inquired at the certificate office as to whether a particular child whom he had ordered to obtain a certificate had done so. More often he went back to the establishment to find out, and if he found the child had been discharged, made no further inquiry as to his whereabouts. In such a case, the child was likely to secure illegal employment in another position and inspections were so infrequent that he might easily be over 16 years of age before being again discovered.

The law creating the State board of labor and industries went into effect on June 1, 1913; and the new certificate law requiring that a special certificate be issued to each employer, on September 1, 1913. The former law, under which a child secured his certificate and took it from employer to employer, was enforced under a quite different system by the district police. The three years covered by this study included the period of organization of the work of the board of labor and industries. At the same time, as already seen, it included a period during which employers, parents, and children were becoming accustomed to the much more strict regulations of the new certificate law, to the limitation of the hours of children to eight a day, and in Boston to the establishment of the compulsory continuation school. As a result of the number and complexity of the new laws which went into effect in the fall of 1913, the inspectors of the State board were engaged from September of that year to the spring of 1914 primarily in visits to employers to instruct them in the provisions of the new law and to endeavor to secure their cooperation in its enforcement.

The cases of violation of child-labor laws discovered in the course of this study must be considered, therefore, as belonging to a period when a new enforcing authority was endeavoring to put into effect a number of new provisions of law, especially the provision requiring a certificate for each different employer and the provision limiting the hours of children to eight a day. At least at the beginning of this period, employers were not fully acquainted with the provisions of the law and the administrative machinery was not in full operation. It should be added, however, that for many years certificates of some sort had been required for the employment of children, and their hours in many occupations had been limited to 10 a day and 54 or 58 a week. Moreover, many if not most of the violations in positions held before the children had left school occurred under the old and less strict law and a long-established system of enforcement.

At the same time it should be remembered that the information secured as to violations of law is based entirely upon the statements of the children. As these statements related mainly to past events in their lives they could not, of course, be verified, but there seems no reason to doubt that in most cases the child's statement was substantially correct. Only positive cases of violation were so classified; in case of the slightest apparent doubt the work was classified as legal. Except in the case of school positions, violations of the child-labor law only, and not violations of the school-attendance law, are considered. For instance, many of the intervals between leaving school and going to work, as well as many of the periods of unemployment discussed earlier in this report, were probably in violation of the school-attendance law. On the other hand, during some of these periods the children doubtless held special home permits which enabled them legally to remain out of school.[3]

EVIDENCE OF AGE.

Before proceeding to a discussion of violations, however, it is of interest to note in connection with the enforcement of the certificate law the kind of evidence of age secured from applicants for employment certificates. According to law[3a] no other evidence of age should be accepted if either a birth or a baptismal certificate is obtainable. These two documents are equally acceptable. If neither is available the next preferred evidence is a passport, immigration record or transcript, or other official or religious record; and if no one of these documents is available a record of age as given on the register of the school which the child first attended in Massachusetts is accepted, provided the record was kept for at least two years while the child was in attendance. As a last resort, if no other evidence of age can

[3] See appendix, pp. 364 to 365, for results of a study of special home permits in Boston.
[3a] As in effect at the time of the study.

be produced, a certificate of age, signed by a school physician or by a physician appointed by the school committee, may be accepted.[4]

In the latter case, the parent must also sign the card, certifying that he or she is unable to produce for the child a birth certificate or any other document named as acceptable evidence of age.

Official records of birth ought usually to be available for children born in Massachusetts, for birth registration has long been efficiently carried on in that State. Nevertheless, Table 143 shows that, of all the children taking out employment certificates in the four cities—Boston, Cambridge, Somerville, and Chelsea—who were born in one of those cities, only 87.9 per cent produced official birth records as evidence of age. Most of the others, however, 10.1 per cent, produced baptismal certificates, which were equally acceptable. Only three-tenths of 1 per cent of these children were obliged to resort to a physician's examination for evidence of age.

TABLE 143.—*Proof of age, by place of birth; children issued certificates in four cities.*

Proof of age.	Children born in—								Not reported.
	All places.		Boston, Cambridge, Somerville, or Chelsea.		Elsewhere in United States.		Foreign countries.		
	Number.	Per cent distribution.	Number.	Per cent distribution.[1]	Number.	Per cent distribution.	Number.	Per cent distribution.	
Total	5,692	100.0	4,023	100.0	623	100.0	1,044	100.0	2
Birth record	4,499	79.0	3,536	87.9	481	77.2	480	46.0	2
Baptismal record	576	10.1	407	10.1	73	11.7	96	9.2	.....
School register	307	5.4	37	.9	41	6.6	229	21.9	.....
Passport or other official or religious record	198	3.5	2	.....	8	1.3	188	18.0	.....
Physician's examination	67	1.2	13	.3	13	2.1	41	3.9	.....
Not reported	45	.8	28	.7	7	1.1	10	1.0	.....

[1] Not shown where less than one-tenth of 1 per cent.

For native children born elsewhere than in Boston, Cambridge, Somerville, or Chelsea, many of whom doubtless were born in some other place in Massachusetts, official birth records were produced in a little over three-fourths, 77.2 per cent, of all cases. A somewhat larger proportion of these children, 11.7 per cent, as compared with 10.1 per cent of those born in one of the four cities, used baptismal records, and a much larger proportion, 6.6 per cent, as compared with 0.9 per cent, used school registers as evidence of age. About 1 in 50, 2.1 per cent, of these children could secure no documentary evidence and had to have their ages determined by physical examination.

[4] Acts of 1909, ch. 514, sec. 58, as amended by acts of 1913, ch. 779, sec. 16.

Before the beginning of the World War it was the custom to require foreign-born children who did not bring baptismal records or passports to send abroad for copies of their birth certificates. Even after the beginning of the war these children were for a time required to send to those countries which were most accessible. Thus many birth certificates were secured for Italian children who constituted the predominating foreign element in Boston. On the other hand, in Chelsea, where the predominating foreign element was Russian-Jewish, few birth certificates could be secured for foreign-born children after the first year covered by this study. During the latter part of the period, moreover, especially after the entrance of Italy into the war, the difficulties of communication became so great that efforts to send to any foreign country for evidence of age were entirely suspended.

Nevertheless, nearly one-half, 46 per cent, of the foreign-born children who took out certificates in the four cities produced official records of birth, and less than one-tenth, 9.2 per cent, produced records of baptism. School registers were used as evidence of age by a larger proportion of these children, 21.9 per cent, than were "passports or other official or religious records," 18 per cent. It is said that the reason so few passports are offered is that in many cases, on coming to this country, parents have understated the ages of their children in order to enable them to travel at half rates. Of the foreign-born children only 3.9 per cent were obliged to resort to the physician's certificate. This small proportion was doubtless due in part to the fact that the requirement of ability to read and write English forced the children from non-English-speaking countries, even if nearly or quite of working age, to go to school in this country for a long enough period so that the school register could be used as evidence of age.

VIOLATIONS IN SCHOOL POSITIONS.

A decided majority, 60.8 per cent, of the children who worked before leaving school did so, according to Table 144, in violation of some provision of the child-labor law. This does not mean that all the work of these children before leaving school was illegal or that violations occurred in all the positions held by them, but it does mean that nearly two-thirds of all the children who worked before leaving school were employed in some way illegally in one or more of their school positions. The proportion of boys who had worked illegally before leaving school was much higher than that of girls, 64.3 per cent as compared with 38.6 per cent. This was probably in part due to the fact that the girls, as a rule, were older when they began work. A large proportion, perhaps the majority, of these

violations occurred under the child-labor law in force before September 1, 1913, but all of these and many others would have been classed as violations if the latter law had been in effect at the time of their occurrence.[5]

TABLE 144.—*Illegal employment in any school position, by sex; interviewed children who worked before leaving school.*

Sex.	Children who worked before leaving school—				
	Total.	Illegally in one or more positions.		Legally in all positions.	
		Number.	Per cent.	Number.	Per cent.
Both sexes	324	197	60.8	127	39.2
Boys	280	180	64.3	100	35.7
Girls	44	17	38.6	27	61.4

Of the positions held before leaving school 83 per cent were for "clerical occupations, wrapping, selling, and delivery of goods," but of those in which violations of any kind occurred, as appears in Table 145, not far from nine-tenths, 88.9 per cent, and of those in which two violations occurred, decidedly over nine-tenths, 93 per cent, belonged in this group. For the boys alone these proportions were even higher, 90.8 per cent and 94.2 per cent, respectively. "Packing, wrapping, labeling, and shipping room work" and "selling, other than newsboys" each showed an excess in the proportion of positions in which violations occurred over the proportion of all positions held before leaving school. By far the greatest excess was found in positions for messenger, errand, and delivery work. Less than one-half, 47.6 per cent, of all the school positions, but nearly three-fourths, 74.5 per cent, of those in which any violations occurred, and over four-fifths, 81.7 per cent, of those in which two violations occurred, were for occupations of this kind. This was due to the large amount of employment before leaving school as delivery boys for small stores and as peddlers' helpers, occupations frequently involving Saturday night work.

Factory and mechanical occupations also showed a slight excess in the proportion of positions in which violations occurred over their proportion of all school positions, 7.7 per cent, as compared with 5.2 per cent. Personal and domestic occupations, evidently because of

[5] Before Sept. 1, 1913, the minimum age of 14 applied only to factories, workshops, or mercantile establishments and there was no minimum age in street trades. Night work was prohibited for women and minors in manufacturing establishments from 10 p. m. to 6 a. m., but in other occupations only for children under 14 from 7 p. m. to 6 a. m. In manufacturing establishments the hours of minors under 18 were limited to 10 a day, and 54 (or 58 in seasonal industries) a week, and in mercantile establishments they were limited to 58 per week. Acts of 1909, ch. 514, secs. 17 (as amended by Acts of 1912, ch. 191), 47, 48 (as amended by Acts of 1912, ch. 477), 49, 51, 56, 62–65.

a comparative lack of legal regulations, accounted for only 2.6 per cent of the positions in which violations of any kind occurred, as compared with 9.1 per cent of all positions held before leaving school Both newsboys and bootblacks, the latter included under "personal service (other than servants in the home)," could work legally outside of school hours as soon as they were 12 years of age on street trades licenses and were not obliged to secure employment certificates. No information was secured in regard to whether or not they had secured such licenses. Boys engaged in these occupations could work later at night and earlier in the morning than could children engaged in other occupations.[6] Violations of the child-labor law, therefore, were less likely to occur among newsboys and bootblacks than among other children. As domestic service and agricultural pursuits were regulated only by the compulsory school-attendance law comparatively few violations were likely to occur in these occupations.

The most common type of violation was employment under legal age, and the next most common type was illegal employment at night. According to Table 146, out of a total of 385 violations of law occurring in positions held before leaving school, 155 involved employment at too early an age and 123 involved employment either too early in the morning or too late at night. These two kinds of violation together accounted for almost three-fourths, 72.2 per cent, of all the violations which occurred in positions held before leaving school. In 46 cases the children were illegally not certificated; in 42 the daily hours and in 13 the weekly hours were too long; in 2 the children worked seven days a week; in 3 they were employed during school hours; and in 1 the occupation was illegal.

Both under age and night-work violations were especially common in messenger, errand, and delivery work. Of the under age violations 126 out of 155, and of the night-work violations 95 out of 123 occurred in this occupation. Selling, which accounted for nearly one-tenth, 9.6 per cent, of the total violations in all positions, had less than its proportionate share, 6.5 per cent, of under age violations, but more than its proportionate share, 10.6 per cent, of night-work violations. Personal and domestic occupations also had more than their proportionate share, 4.9 per cent, as compared with 2.6 per cent of all violations, of cases in which children worked too early in the morning or too late at night. Ten children had been employed under age, but only 3 had been employed at night in factory and mechanical occupations before they left school. Moreover, 6 children had been illegally employed without certificates and 4 had been employed for too long daily and 2 for too long weekly hours in factory and mechanical occupations.

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[6] Acts of 1913, ch. 831, secs. 11-15.

TABLE 145.—*Number of violations, by occupation and sex of child; school positions held by interviewed children.*

Occupation and sex of child.	Total school positions held.		Total positions in which violations occurred.		School positions showing— One violation.		Two violations.	
	Number.	Per cent distribution.	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]
Both sexes	483	100.0	235	100.0	127	100.0	71	100.0
Personal and domestic occupations	44	9.1	6	2.6	3	2.4	2	2.8
Personal service (other than servants in the home)	26	5.4	4	1.7	1	.8	2	2.8
House and home work	18	3.7	2	.9	2	1.6	.....	.....
Factory and mechanical occupations	25	5.2	18	7.7	13	10.2	3	4.2
Clerical occupations, wrapping, selling, and delivery of goods	401	83.0	209	88.9	109	85.8	66	93.0
Office work	5	1.0	1	.4	1	.8	.....	.....
Cash and messenger work—department store	13	2.7	3	1.3	2	1.6	1	1.4
Packing, wrapping, labeling, and shipping-room work	9	1.9	7	3.0	3	2.4	2	2.8
Selling	144	29.8	23	9.8	14	11.0	5	7.0
Newsboys	112	23.2	1	.4	1	.8	.....	.....
Selling, other than newsboys	32	6.6	22	9.4	13	10.2	5	7.0
Messenger work, errand and delivery	230	47.6	175	74.5	89	70.1	58	81.7
All other occupations	10	2.1	2	.9	2	1.6	.....	.....
Not reported	3	.6	.....	.....	.....	.....	.....	.....
Boys	430	100.0	217	100.0	112	100.0	69	100.0
Personal and domestic occupations	31	7.2	5	2.3	2	1.8	2	2.9
Personal service (other than servants in the home)	25	5.8	4	1.8	1	.9	2	2.9
House and home work	6	1.4	1	.5	1	.9	.....	.....
Factory and mechanical occupations	13	3.0	13	6.0	9	8.0	2	2.9
Clerical occupations, wrapping, selling, and delivery of goods	375	87.2	197	90.8	99	88.4	65	94.2
Office work	2	.5	.....	.....	.....	.....	.....	.....
Cash and messenger work—department store	4	.9	1	.5	1	.9	.....	.....
Packing, wrapping, labeling, and shipping-room work	5	1.2	5	2.3	1	.9	2	2.9
Selling	136	31.6	17	7.8	9	8.0	5	7.2
Newsboys	112	26.0	1	.5	1	.9	.....	.....
Selling, other than newsboys	24	5.6	16	7.4	8	7.1	5	7.2
Messenger work, errand and delivery	228	53.0	174	80.2	88	78.6	58	84.1
All other occupations	9	2.1	2	.9	2	1.8	.....	.....
Not reported	2	.5	.....	.....	.....	.....	.....	.....
Girls	53	100.0	18	100.0	15	100.0	2	100.0
Personal and domestic occupations	13	24.5	1	.....	1	.....	.....	.....
Personal service (other than servants in the home)	1	1.9	.....	.....	.....	.....	.....	.....
House and home work	12	22.6	1	.....	1	.....	.....	.....
Factory and mechanical occupations	12	22.6	5	.....	4	.....	1	.....
Clerical occupations, wrapping, selling, and delivery of goods	26	49.1	12	.....	10	.....	1	.....
Office work	3	5.7	1	.....	1	.....	.....	.....
Cash and messenger work—department store	9	17.0	2	.....	1	.....	1	.....
Packing, wrapping, labeling, and shipping-room work	4	7.5	2	.....	2	.....	.....	.....
Selling	8	15.1	6	.....	5	.....	.....	.....
Newsboys	.....	.....	.....	.....	.....	.....	.....	.....
Selling, other than newsboys	8	15.1	6	.....	5	.....	.....	.....
Messenger work, errand and delivery	2	3.8	1	.....	1	.....	.....	.....
All other occupations	1	1.9	.....	.....	.....	.....	.....	.....
Not reported	1	1.9	.....	.....	.....	.....	.....	.....

[1] Not shown where base is less than 50.

TABLE 145.—*Number of violations, by occupation and sex of child; school positions held by interviewed children*—Concluded.

Occupation and sex of child.	School positions showing— Three violations. Number.	Three violations. Per cent distribution.[1]	Four violations. Number.	Four violations. Per cent distribution.[1]	Total violations in all school positions. Number.	Total violations in all school positions. Per cent distribution.[1]
Both sexes	32	100.0	5	100.0	385	100.0
Personal and domestic occupations	1				10	2.6
Personal service (other than servants in the home)	1				8	2.1
House and home work					2	.5
Factory and mechanical occupations	2				25	6.5
Clerical occupations, wrapping, selling, and delivery of goods	29		5		348	90.4
Office work					1	.3
Cash and messenger work—department store					4	1.0
Packing, wrapping, labeling, and shipping-room work	2				13	3.4
Selling	3		1		37	9.6
Newsboys					1	.3
Selling, other than newsboys	3		1		36	9.4
Messenger work, errand and delivery	24		4		293	76.1
All other occupations					2	.5
Boys	32	100.0	4	100.0	362	100.0
Personal and domestic occupations	1				9	2.5
Personal service (other than servants in the home)	1				8	2.2
House and home work					1	.3
Factory and mechanical occupations	2				19	5.2
Clerical occupations, wrapping, selling, and delivery of goods	29		4		332	91.7
Cash and messenger work—department store					1	.3
Packing, wrapping, labeling, and shipping-room work	2				11	3.0
Selling	3				28	7.7
Newsboys					1	.3
Selling, other than newsboys	3				27	7.5
Messenger work, errand and delivery	24		4		292	80.7
All other occupations					2	.6
Girls		100.0	1	100.0	23	100.0
Personal and domestic occupations					1	
House and home work					1	
Factory and mechanical occupations					6	
Clerical occupations, wrapping, selling, and delivery of goods			1		16	
Office work					1	
Cash and messenger work—department store					3	
Packing, wrapping, labeling, and shipping-room work					2	
Selling			1		9	
Selling, other than newsboys			1		9	
Messenger work, errand and delivery					1	

[1] Not shown when base is less than 50.

TABLE 146.—*Kind of violation, by occupation and sex of child; violations occurring in school positions held by interviewed children who worked before leaving school.*

Occupation and sex.	Total violations in all school positions.		Under age.		Illegally uncertificated (number).[1]	Illegal occupation (number).[1]	Hour violations.					Work during school hours (number).[1]
							Daily hours (number).[1]	Weekly hours (number).[1]	Night work.		7-day week (number).[1]	
	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]					Number.	Per cent distribution.[1]		
Both sexes	385	100.0	155	100.0	46	1	42	13	123	100.0	2	3
Personal and domestic occupations	10	2.6	2	1.3	1	.....	.....	.....	6	4.9	1	.....
Personal service (other than servants in the home)	8	2.1	2	1.3	1	.....	.....	.....	4	3.3	1	.....
House and home work	2	.5	.....	.....	.....	.....	.....	.....	2	1.6	.....	.....
Factory and mechanical occupations	25	6.5	10	6.5	6	.....	4	2	3	2.4	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	348	90.4	143	92.3	39	.....	38	11	113	91.9	1	3
Office work	1	.3	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
Cash and messenger work, department store	4	1.0	.....	.....	2	.....	1	.....	.....	.....	.....	1
Packing, wrapping, labeling, and shipping-room work	13	3.4	7	4.5	.....	.....	1	.....	5	4.1	.....	.....
Selling	37	9.6	10	6.5	5	.....	6	2	13	10.6	.....	1
Newsboys	1	.3	.....	.....	.....	.....	.....	.....	1	.8	.....	.....
Selling, other than newsboys	36	9.4	10	6.5	5	.....	6	2	12	9.8	.....	1
Messenger work, errand and delivery	293	76.1	126	81.3	31	.....	30	9	95	77.2	1	1
All other ocupations	2	.5	.....	.....	.....	1	.....	.....	1	.8	.....	.....
Boys	362	100.0	145	100.0	43	1	39	11	120	100.0	2	1
Personal and domestic occupations	9	2.5	2	1.4	1	.....	.....	.....	5	4.2	1	.....
Personal service (other than servants in the home)	8	2.2	2	1.4	1	.....	.....	.....	4	3.3	1	.....
House and home work	1	.3	.....	.....	.....	.....	.....	.....	1	.8	.....	.....
Factory and mechanical occupations	19	5.2	7	4.8	5	.....	3	1	3	2.5	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	332	91.7	136	93.8	37	.....	36	10	111	92.5	1	1
Cash and messenger work, department store	1	.3	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
Packing, wrapping, labeling, and shipping-room work	11	3.0	5	3.4	.....	.....	1	.....	5	4.2	.....	.....
Selling	28	7.7	6	4.1	5	.....	5	1	11	9.2	.....	.....
Newsboys	1	.3	.....	.....	.....	.....	.....	.....	1	.8	.....	.....
Selling, other than newsboys	27	7.5	6	4.1	5	.....	5	1	10	8.3	.....	.....
Messenger work, errand and delivery	292	80.7	125	86.2	31	.....	30	9	95	79.2	1	1
All other occupations	2	.6	.....	.....	.....	1	.....	.....	1	.8	.....	.....

[1] Rate not shown where base is less than 50.

TABLE 146.—*Kind of violation, by occupation and sex of child; violations occurring in school positions held by interviewed children who worked before leaving school*—Concluded.

Occupation and sex.	Total violations in all school positions.		Under age.		Illegally uncertificated (number).[1]	Illegal occupation (number).[1]	Hour violations.					Work during school hours (number).[1]
							Daily hours (number).[1]	Weekly hours (number).[1]	Night work.		7-day week (number).[1]	
	Number.	Per cent distribution.[1]	Number.	Per cent distribution.[1]					Number.	Per cent distribution.[1]		
Girls	23	100.0	10	100.0	3	.....	3	2	3	100.0	.....	2
Personal and domestic occupations	1	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
House and home work	1	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
Factory and mechanical occupations	6	.....	3	.....	1	.....	1	1	.....	.....	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	16	.....	7	.....	2	.....	2	1	2	.....	.....	2
Office work	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
Cash and messenger work, department store	3	.....	.....	.....	1	.....	1	.....	.....	.....	.....	1
Packing, wrapping, labeling, and shipping-room work	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Selling	9	.....	4	.....	.....	.....	1	1	2	.....	.....	1
Selling, other than newsboys	9	.....	4	.....	.....	.....	1	1	2	.....	.....	1
Messenger work, errand and delivery	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
All other occupations	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

[1] Rate not shown where base is less than 50.

VIOLATIONS IN REGULAR POSITIONS.

In regular positions—that is, positions held after leaving school—practically one-half, 49.8 per cent, of the children interviewed, according to Table 147, were employed in one or more positions in violation of some provision of the child-labor law. The proportion of boys so employed was decidedly higher than that of the girls, 57.7 per cent as compared with 39 per cent.

The foreign-born children appear to have been somewhat more likely to be employed illegally than the native children of foreign-born fathers and decidedly more so than the native children of native fathers. Of the first group 51.2 per cent, of the second 50.4 per cent, and of the third 45.3 per cent, were employed at some time in violation of the law. Nearly two-thirds, 65.8 per cent, of the foreign-born boys, but not much more than one-third, 38.9 per cent, of the foreign-born girls worked illegally. Among the native children of foreign-born fathers nearly three-fifths, 59.5 per cent, of the boys and less than two-fifths, 37.1 per cent, of the girls worked illegally. The difference between the boys and girls was less, 47.2 per cent as compared with 41.9 per cent, among the native children whose fathers also were native.

TABLE 147.—*Illegal employment in any regular position, by nativity of father, and nativity and sex of child; children interviewed.*

Nativity of father and nativity and sex of child.	All children.	Children who worked— Illegally in one or more regular positions.		Legally in all regular positions.	
		Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	410	49.8	413	50.2
Both fathers and children native	201	91	45.3	110	54.7
Fathers foreign born	593	300	50.6	293	49.4
Children native	427	215	50.4	212	49.6
Children foreign born	166	85	51.2	81	48.8
Nativity of fathers not reported	29	19	.....	10	.....
Boys	477	275	57.7	202	42.3
Both fathers and children native	127	60	47.2	67	52.8
Fathers foreign born	328	200	61.0	128	39.0
Children native	252	150	59.5	102	40.5
Children foreign born	76	50	65.8	26	34.2
Nativity of fathers not reported	22	15	.....	7	.....
Girls	346	135	39.0	211	61.0
Both fathers and children native	74	31	41.9	43	58.1
Fathers foreign born	265	100	37.7	165	62.3
Children native	175	65	37.1	110	62.9
Children foreign born	90	35	38.9	55	61.1
Nativity of fathers not reported	7	4	.....	3	.....

[1] Not shown where base is less than 50.

The retarded children, as appears in Table 148, were more likely to be employed illegally than the children from normal grades or from grades higher than normal. The latter, the advanced children, were more often employed illegally than the normal children. The proportions of children who worked illegally were 55.4 per cent for the retarded, 49.3 per cent for the advanced, and 46.2 per cent for the normal groups. For the boys alone these proportions were 65.1 per cent, 61 per cent, and 51.7 per cent, respectively. Among the girls a different order was found for, although a larger proportion, 43.2 per cent, of the retarded than of any other group of girls was employed illegally, the smallest proportion, 31.5 per cent, of girls who were illegally employed was found among those who had completed a higher grade than normal for their ages.

The children who worked before leaving school were more frequently employed illegally in one or more of their regular positions than were those who did not work before leaving school. Table 149 shows that of all the children who worked before leaving school 57.7 per cent, and of those who did not work only 44.7 per cent were employed illegally in some regular position. This difference occurred entirely among the boys, for only 38.6 per cent of the girls who had worked, as compared with 39.1 per cent of those who had not worked, before leaving school were illegally employed after they had defi-

nitely left school for industrial life. About three-fifths, 60.7 per cent, of the boys who worked, as compared with 53.3 per cent of those who did not work, before leaving school were illegally employed in some regular position.

TABLE 148.—*Illegal employment in any regular position, by retardation and sex; children interviewed.*

Violation of law in regular positions, and sex.	Children who, on leaving school, had completed, for their ages—									
	A higher grade than normal.		A normal grade.		A lower grade than normal.					Not reported.
					Total.		One or two grades lower than normal.		Three or more grades lower than normal, number.[1]	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.		
Both sexes	136	100.0	409	100.0	267	100.0	233	100.0	34	11
Working illegally in one or more positions	67	49.3	189	46.2	148	55.4	125	53.6	23	6
No violation	69	50.7	220	53.8	119	44.6	108	46.4	11	5
Boys	82	100.0	238	100.0	149	100.0	135	100.0	14	8
Working illegally in one or more positions	50	61.0	123	51.7	97	65.1	86	63.7	11	5
No violation	32	39.0	115	48.3	52	34.9	49	36.3	3	3
Girls	54	100.0	171	100.0	118	100.0	98	100.0	20	3
Working illegally in one or more positions	17	31.5	66	38.6	51	43.2	39	39.8	12	1
No violation	37	68.5	105	61.4	67	56.8	59	60.2	8	2

[1] Rate not shown where base is less than 50.

TABLE 149.—*Illegal employment in any regular position, by employment before leaving school, and sex; children interviewed.*

Employment before leaving school, and sex.	All children.	Children who worked—			
		Illegally in one or more regular positions.		Legally in all regular positions.	
		Number.	Per cent.	Number.	Per cent.
Both sexes	823	410	49.8	413	50.2
Worked before leaving school	324	187	57.7	137	42.3
Did not work before leaving school	499	223	44.7	276	55.3
Boys	477	275	57.7	202	42.3
Worked before leaving school	280	170	60.7	110	39.3
Did not work before leaving school	197	105	53.3	92	46.7
Girls	346	135	39.0	211	61.0
Worked before leaving school	44	17	38.6	27	61.4
Did not work before leaving school	302	118	39.1	184	60.9

CERTIFICATION AND NATIVITY AND FATHER'S NATIONALITY.

Table 150 shows that more than one-sixteenth, 6.7 per cent, of the children interviewed failed to secure certificates for their first regular positions. In some positions, however, certificates were not required under the law,[7] while others were held outside Boston and its suburbs—a few of them in foreign countries—and it was not known whether or not they were certificated. Only one-twentieth, 5 per cent, therefore, of these children were known to have been employed without certificates in violation of the law. Of the 41 children thus employed six could not have obtained certificates because they were under 14 years of age when they took their first regular positions. About one-tenth of the children, 9.4 per cent, were certificated late, that is, more than 10 days after they had taken their first regular positions.[8] Of the 77 children thus certificated late 9 were under 14 when they began work.

The girls more generally held certificates, and also more generally secured them on time—that is, within 10 days after going to work in their first regular positions—than did the boys. Of the girls 95.1 per cent were certificated and 89.3 per cent were certificated on time, while of the boys only 92 per cent were certificated and only 80.1 per cent were certificated on time. The proportion of girls illegally not certificated was 4 per cent, while that of boys was 5.7 per cent.

Late certification in the first regular position was most common among native children of native fathers and least common among foreign-born children. Over one-ninth, 11.4 per cent, of the native children of native fathers, but only about one-twelfth, 8.4 per cent, of the native children of foreign-born fathers and an even smaller proportion, 7.8 per cent, of the foreign-born children took out their certificates for their first regular positions more than 10 days after they had begun work. Late certification was particularly common among the native boys whose fathers also were native. Of these boys 15 per cent, as compared with only 5.4 per cent of the girls of the same nativity group, were certificated late. A much larger proportion, too, of the boys than of the girls who were themselves native but whose fathers were foreign born, 11.1 per cent as compared with 4.6 per cent, took out their certificates more than one week late. Among the foreign-born girls the proportion of late certifications was higher, 7.8 per cent, than in any other group of girls and almost exactly the same as among the foreign-born boys,

[7] Certificates were not required by law (1) for employment during vacation in a few occupations, such as "water boy for contracting company," (2) for employment outside school hours in selling newspapers or other occupations covered by the street trades law, and (3) for employment in mercantile establishments on Saturdays. Acts of 1909, ch. 514, sec. 57, as amended by Acts of 1913, ch. 779, sec. 15.

[8] Children certificated within 10 days after going to work were not considered to have been certificated late.

7.9 per cent. Evidently the relatively greater frequency of late certifications among the native children of native fathers was due entirely to the boys.

TABLE 150.—*Certification in first regular position, by nativity of father and nativity and sex of child; children interviewed.*

Certification in first regular position and sex.	Children.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	823	100.0	201	100.0	427	100.0	166	100.0	29
Certificated	768	93.3	189	94.0	397	93.0	155	93.4	27
On time	691	84.0	166	82.6	361	84.5	142	85.5	22
Late[1]	[2] 77	9.4	23	11.4	36	8.4	13	7.8	5
Not certificated	55	6.7	12	6.0	30	7.0	11	6.6	2
Legally and not reported	14	1.7	2	1.0	7	1.6	5	3.0	.....
Illegally	[3] 41	5.0	10	5.0	23	5.4	6	3.6	2
Boys	477	100.0	127	100.0	252	100.0	76	100.0	22
Certificated	439	92.0	118	92.9	231	91.7	68	89.5	22
On time	382	80.1	99	78.0	203	80.6	62	81.6	18
Late	57	11.9	19	15.0	28	11.1	6	7.9	4
Not certificated	38	8.0	9	7.1	21	8.3	8	10.5	.....
Legally and not reported	11	2.3	2	1.6	5	2.0	4	5.3	.....
Illegally	27	5.7	7	5.5	16	6.3	4	5.3	.....
Girls	346	100.0	74	100.0	175	100.0	90	100.0	7
Certificated	329	95.1	71	95.9	166	94.9	87	96.7	5
On time	309	89.3	67	90.5	158	90.3	80	88.9	4
Late	20	5.8	4	5.4	8	4.6	7	7.8	1
Not certificated	17	4.9	3	4.1	9	5.1	3	3.3	2
Legally and not reported	3	.9	.....	.....	2	1.1	1	1.1	.....
Illegally	14	4.0	3	4.1	7	4.0	2	2.2	2

[1] By "late" is meant more than 10 days after going to work.
[2] Including nine children who were under 14 when they began work in first regular position.
[3] Including six children who were under 14 when they began work in first regular position.

Failure to take out a certificate for a first regular position for which under the law it was required was most common among the native children of foreign-born fathers, but least common among the foreign-born children. Of the native children of foreign-born fathers 5.4 per cent, of those of native fathers 5 per cent, and of the foreign-born children only 3.6 per cent failed to take out certificates for such positions.

Although only one-twentieth, 5 per cent, of the children were illegally uncertificated in their first regular positions, more than one-

eighth, 13.6 per cent, of them, as appears in Table 151, worked in some regular position in which certificates were required by law without having secured such certificates. These children appear to have been less likely to secure certificates for later than for first positions. Of the 1,943 positions held 1,120, or 57.6 per cent, were second or later positions, while of the 163 which were illegally not certificated 122, or 74.8 per cent, were second or later positions.[9] This may have been due, in part at least, to lack of familiarity, during the early part of the period covered by this study, with the provisions of the new law which required a certificate for each new employer.

Nearly one-tenth, 9.7 per cent, of all the children and over one-tenth, 10.5 per cent, of the boys alone held only one illegally uncertificated position; but 3.9 per cent of all the children and 4.4 per cent of the boys alone held two or three such positions. Five boys and two girls each held three positions for which they failed to secure the certificates required by law.

TABLE 151.—*Number of illegally uncertificated positions held, by nativity of father and nativity and sex of child; children interviewed.*

Number of illegally uncertificated positions held, and sex.	Children.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Both sexes	823	100.0	201	100.0	427	100.0	166	100.0	29
Illegally uncertificated positions:									
None	711	86.4	176	87.6	371	86.9	141	84.9	23
One or more	112	13.6	25	12.4	56	13.1	25	15.1	6
One	80	9.7	17	8.5	42	9.8	18	10.8	3
Two	25	3.0	8	4.0	9	2.1	5	3.0	3
Three	7	.9	.....	.....	5	1.2	2	1.2	.....
Boys	477	100.0	127	100.0	252	100.0	76	100.0	22
Illegally uncertificated positions:									
None	406	85.1	110	86.6	217	86.1	61	80.3	18
One or more	71	14.9	17	13.4	35	13.9	15	19.7	4
One	50	10.5	12	9.4	24	9.5	11	14.5	3
Two	16	3.4	5	3.9	7	2.8	3	3.9	1
Three	5	1.0	.....	.....	4	1.6	1	1.3	.....
Girls	346	100.0	74	100.0	175	100.0	90	100.0	7
Illegally uncertificated positions:									
None	305	88.2	66	89.2	154	88.0	80	88.9	5
One or more	41	11.8	8	10.8	21	12.0	10	11.1	2
One	30	8.7	5	6.8	18	10.3	7	7.8	.....
Two	9	2.6	3	4.1	2	1.1	2	2.2	2
Three	2	.6	.....	.....	1	.6	1	1.1	.....

[9] Compare Table 150, p. 307 and Table 158, pp. 320–321.

The native children of native fathers appear to have been less likely than the native children of foreign-born fathers and the latter than the foreign-born children to hold illegally uncertificated positions. Of the first group 12.4 per cent, of the second 13.1 per cent, and of the third 15.1 per cent held one or more such positions. As it has already been seen that failure to take out a certificate for a first regular position for which, under the law, it was required, was least common among the foreign-born children, it is evident that failure to take out certificates for later positions was much more prevalent in this group than in any other. This fact seems to confirm the theory that failure to secure new certificates when children changed positions was often due to lack of familiarity with the new law, for both the foreign-born children and their employers would be least likely to secure prompt information as to the exact provisions of recent legislation.

In each nativity group a smaller proportion of the girls than of the boys held one or more illegally uncertificated positions. But the difference was least, 12 per cent as compared with 13.9 per cent, among the native children of foreign-born fathers, and most, 11.1 per cent as compared with 19.7 per cent, among the foreign-born children. Of the foreign-born girls, indeed, a smaller proportion, 11.1 per cent, than of the native girls whose fathers were foreign born, 12 per cent, held one or more positions for which they illegally failed to take out certificates. Nevertheless, failure to take out certificates for more than one position in which they were required by law was more common among the native girls whose fathers were also native than in any other group of girls and also than among the boys whose fathers were native.

Table 152 shows that of all the children of foreign-born fathers, including both native and foreign-born children, a smaller proportion, 86.3 per cent, than of the children of native fathers, 87.6 per cent, never held any illegally uncertificated positions. In other words, a larger proportion of the children of foreign-born than of native fathers held one or more illegally uncertificated positions. The largest proportion, 18.6 per cent, of children who held such positions was found in the Russian-Jewish, and the smallest, 11.4 per cent, in the Irish group. One Russian-Jewish child out of every ten, 10 per cent, held two or more and only 8.6 per cent held only one such position. Of the Italian children, on the other hand, only 1 in 50, 2 per cent, held two or more, but about 1 in 10, 10.7 per cent, held one such position. The Irish children, like the Italian though to a less degree, were more inclined to hold only one than to hold more than one illegally uncertificated position.

In general, the children of foreign-born fathers of non-English speaking nationalities were more likely than those of foreign-born fathers of English-speaking nationalities to fail to secure certificates

for positions for which, under the law, they were required. This difference occurred entirely among the girls. Of the girls whose fathers were foreign born of non-English-speaking nationalities 13.2 per cent, and of those whose fathers were foreign born of English-speaking nationalities only 8.8 per cent held one or more illegally uncertificated positions. On the other hand, of the boys whose fathers were foreign born of non-English-speaking nationalities 14.9 per cent, and of those whose fathers were foreign born of English-speaking nationalities a slightly larger proportion, 15.1 per cent, held one or more illegally uncertificated positions. Nearly as large a proportion of the Italian girls as of the Italian boys, 12.5 per cent, as compared with 12.9 per cent, but a very small proportion, 7.5 per cent, of the Irish girls as compared with the Irish boys, 13.9 per cent, failed to secure certificates for one or more positions for which the law required such certificates.

TABLE 152.—*Number of illegally uncertificated positions held, by nationality of father and sex of child; children interviewed.*

Nationality of father and sex of child.	All children.	Children who held positions illegally uncertificated.					
		None.		One.		Two or more.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	823	711	86.4	80	9.7	32	3.9
Fathers native	201	176	87.6	17	8.5	8	4.0
Fathers foreign born	[2] 593	512	86.3	60	10.1	[2] 21	3.5
Of English-speaking nationalities	243	212	87.2	23	9.5	8	3.3
Irish	167	148	88.6	14	8.4	5	3.0
Other	76	64	84.2	9	11.8	3	3.9
Of non-English-speaking nationalities	349	300	86.0	37	10.6	12	3.4
Italian	197	172	87.3	21	10.7	4	2.0
Russian Jewish	70	57	81.4	6	8.6	7	10.0
Other	82	71	86.6	10	12.2	1	1.2
Nativity of fathers not reported	29	23	.....	3	.....	3	.....
Boys	477	406	85.1	50	10.5	21	4.4
Fathers native	127	110	86.6	12	9.4	5	3.9
Fathers foreign born	[2] 328	278	81.8	35	10.7	[2] 15	4.6
Of English-speaking nationalities	152	129	84.9	17	11.2	6	3.9
Irish	101	87	86.1	11	10.9	3	3.0
Other	51	42	82.4	6	11.8	3	5.9
Of non-English-speaking nationalities	175	149	85.1	18	10.3	8	4.6
Italian	85	74	87.1	8	9.4	3	3.5
Russian Jewish	40	31	.....	4	.....	5	.....
Other	50	44	88.0	6	12.0	.....	.....
Nativity of fathers not reported	22	18	.....	3	.....	1	.....
Girls	346	305	88.2	30	8.7	11	3.2
Fathers native	74	66	89.2	5	6.8	3	4.1
Fathers foreign born	265	234	88.3	25	9.4	6	2.3
Of English-speaking nationalities	91	83	91.2	6	6.6	2	2.2
Irish	66	61	92.4	3	4.5	2	3.0
Other	25	22	.....	3	.....	.....	.....
Of non-English-speaking nationalities	174	151	86.8	19	10.9	4	2.3
Italian	112	98	87.5	13	11.6	1	.9
Russian Jewish	30	26	.....	2	.....	2	.....
Other	32	27	.....	4	.....	1	.....
Nativity of fathers not reported	7	5	.....	.....	.....	2	.....

[1] Not shown where base is less than 50.
[2] Including one boy, the nationality of whose father was not specified.

CERTIFICATION AND THE SCHOOL.

Failure to secure a certificate for the first regular position was much more common, according to Table 153, among the children who went to work during the summer vacation than among those who went to work at any other time. About one-ninth, 11.2 per cent, of the children who went to work during the summer vacation but only one-twentieth, 5 per cent, of those who went to work during the school year held no certificates in their first regular positions.

Certificates for some kinds of work were not required by the labor law but only by the compulsory school-attendance law, which specified that children must have certificates or home permits in order to remain out of school. For such work, of course, no certificates were required during vacation periods. It is, therefore, not surprising to find that of the children who went to work during summer vacation, 3.1 per cent, but of those who went to work at some other time only 1.2 per cent, were either not required by law to hold certificates in their first regular positions, or else held these positions elsewhere than in Boston.

TABLE 153.—*Certification in first regular position, by time of entering industry, and sex; children interviewed.*

Certification in first regular position, and sex.	Children who went to work— During summer vacation. Number.	Children who went to work— During summer vacation. Per cent distribution.	Children who went to work— At some other time. Number.	Children who went to work— At some other time. Per cent distribution.
Both sexes	224	100.0	599	100.0
Certificated	199	88.8	569	95.0
On time	159	71.0	532	88.8
Late[1]	[2] 40	17.9	37	6.2
Not certificated	25	11.2	30	5.0
Legally and not reported	7	3.1	7	1.2
Illegally	[3] 18	8.0	23	3.8
Boys	121	100.0	356	100.0
Certificated	102	84.3	337	94.7
On time	72	59.5	310	87.1
Late	30	24.8	27	7.6
Not certificated	19	15.7	19	5.3
Legally and not reported	5	4.1	6	1.7
Illegally	14	11.6	13	3.7
Girls	103	100.0	243	100.0
Certificated	97	94.2	232	95.5
On time	87	84.5	222	91.4
Late	10	9.7	10	4.1
Not certificated	6	5.8	11	4.5
Legally and not reported	2	1.9	1	.4
Illegally	4	3.9	10	4.1

[1] By "late" is meant more than 10 days after going to work.
[2] Including nine children who were under 14 when they began work in first regular position.
[3] Including six children who were under 14 when they began work in first regular position.

The fact that 8 per cent of the children who went to work during the summer, as compared with only 3.8 per cent of those who went to work at some other time, failed to secure certificates for positions for which they were required by law shows that positions for which certificates were not required if the work did not interfere with school attendance do not by any means account for the difference. Failure to secure certificates required by law, as well as merely going to work in positions for which they were not required, appears to have been decidedly more common among children who went to work during a summer vacation than among those who went to work at any other time. For the boys alone the difference is pronounced, 11.6 per cent as compared with 3.7 per cent. More than one boy out of every nine who took his first regular position during the summer vacation did so illegally without an employment certificate.

The lack of a certificate does not tell the whole story, for children who were at first employed without certificates were likely to secure them eventually if they held their first positions long enough, generally if they held them until school opened in the fall. These children were classified, not as uncertificated but as certificated late, and late certification for first regular positions was far more prevalent among children who went to work during a summer vacation than among those who went to work at any other time. Of all the children who went to work during summer vacation 17.9 per cent, as compared with only 6.2 per cent of those who went to work at some other time, were certificated late.

Of the boys who went to work during summer vacations, practically one-fourth, 24.8 per cent, were certificated late, and considerably more than one-third, 36.4 per cent, either were certificated late or illegally held no certificates at all for their first regular positions. Yet of those who went to work at some other time only 7.6 per cent were certificated late and 11.3 per cent were either certificated late or illegally not certificated. Though less pronounced, similar differences were found among the girls, for of those who went to work during summer vacation 13.6 per cent, as compared with only 8.2 per cent of those who went to work at some other time, either held no certificates or failed to secure certificates until they had worked more than a week in first regular positions for which by law certificates were required.

The children who went directly from school to work—that is, who lost less than a week of school time in the transition—according to Table 154, were less likely to be illegally not certificated but even more likely to be certificated late for their first regular positions than were the children who had an interval of one week or more between leaving school and going to work. Of the children with no interval, 3.2 per cent were illegally not certificated and 7.9 per cent were cer-

tificated late, while of those with an interval of one week or more 4.3 per cent were illegally not certificated but only 5.4 per cent were certificated late. In this respect the same tendency was shown by both boys and girls, but it was more pronounced among the boys.

Nevertheless, as would be expected from the fact that the children who went to work during vacation were much more likely than those who went to work at any other time to be illegally not certificated or certificated late in their first regular positions, these percentages are small as compared with those for the group of children for whom such intervals as occurred between leaving school and going to work were entirely during vacation. Of the latter group of children 8.5 per cent were illegally not certificated and 16.1 per cent were certificated late in their first regular positions.

TABLE 154.—*Certification in first regular position, by amount of school time lost and sex; children interviewed.*

Certification in first regular position, and sex.	Children with interval wholly or partly during school term who lost, during interval between leaving school and going to work, specified amount of school time.						Children with interval entirely during vacation.	
	Total.		None or less than one week.		One week or more.			
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Both sexes	[1] 600	100.0	341	100.0	258	100.0	223	100.0
Certificated	[1] 569	94.8	324	95.0	244	94.6	199	89.2
On time	[1] 528	88.0	297	87.1	230	89.1	163	73.1
Late [2]	[3] 41	6.8	27	7.9	14	5.4	36	16.1
Not certificated	31	5.2	17	5.0	14	5.4	24	10.8
Legally and not reported	9	1.5	6	1.8	3	1.2	5	2.2
Illegally	[4] 22	3.7	11	3.2	11	4.3	19	8.5
Boys	[1] 355	100.0	222	100.0	132	100.0	122	100.0
Certificated	[1] 335	94.4	211	95.0	123	93.2	104	85.2
On time	[1] 307	86.5	191	86.0	115	87.1	75	61.5
Late	28	7.9	20	9.0	8	6.1	29	23.8
Not certificated	20	5.6	11	5.0	9	6.8	18	14.8
Legally and not reported	7	2.0	4	1.8	3	2.3	4	3.3
Illegally	13	3.7	7	3.2	6	4.5	14	11.5
Girls	245	100.0	119	100.0	126	100.0	101	100.0
Certificated	234	95.5	113	95.0	121	96.0	95	94.1
On time	221	90.2	106	89.1	115	91.3	88	87.1
Late	13	5.3	7	5.9	6	4.8	7	6.9
Not certificated	11	4.5	6	5.0	5	4.0	6	5.9
Legally and not reported	2	.8	2	1.7	.....	.....	1	1.0
Illegally	9	3.7	4	3.4	5	4.0	5	5.0

[1] Including one boy for whom amount of school time lost was not reported.
[2] By "late" is meant more than 10 days after going to work.
[3] Including nine children who were under 14 when they began work in first regular position.
[4] Including six children who were under 14 when they began work in first regular position.

In part probably because of the greater tendency of normal and advanced than of retarded children to go to work during a summer

vacation rather than at any other time, and in part because of their occupations, these children showed a greater tendency than did the retarded children both to work illegally without certificates and to be certificated late in their first regular positions. Table 155 shows that 8.8 per cent of the children from higher grades than normal, 4.9 per cent of those from normal grades, and 3.4 per cent of those from lower grades than normal for their ages were illegally not certificated. A larger proportion of the children from normal grades than of those from higher grades than normal, 12 per cent as compared with 10.3 per cent, but only 5.2 per cent of the retarded children, were certificated late. Nearly one-fifth, 19.1 per cent, of the advanced children, and over one-sixth, 16.9 per cent, of the normal children, but only about one-twelfth, 8.6 per cent, of the retarded children, were either illegally not certificated at all or certificated late for their first regular positions.

TABLE 155.—*Certification in first regular position, by retardation and sex; children interviewed.*

Certification in first regular position, and sex.	Children who, on leaving school, had completed, for their ages—									
	A higher grade than normal.		A normal grade.		A lower grade than normal.					Not reported.
					Total.		One or two grades lower than normal.		Three or more grades lower than normal.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.		
Both sexes	136	100.0	409	100.0	267	100.0	233	100.0	34	11
Certificated	120	88.2	384	93.9	254	95.1	221	94.8	33	10
On time	106	77.9	335	81.9	240	89.9	210	90.1	30	10
Late [1]	[2] 14	10.3	49	12.0	14	5.2	11	4.7	3	.....
Not certificated	16	11.8	25	6.1	13	4.9	12	5.2	1	1
Legally and not reported	4	2.9	5	1.2	4	1.5	4	1.7	.....	1
Illegally	[3] 12	8.8	20	4.9	9	3.4	8	3.4	1	.....
Boys	82	100.0	238	100.0	149	100.0	135	100.0	14	8
Certificated	68	82.9	223	93.7	141	94.6	128	94.8	13	7
On time	54	65.9	189	79.4	132	88.6	119	88.1	13	7
Late	14	17.1	34	14.3	9	6.0	9	6.7	.....	.....
Not certificated	14	17.1	15	6.3	8	5.4	7	5.2	1	1
Legally and not reported	4	4.9	4	1.7	2	1.3	2	1.5	.....	1
Illegally	10	12.2	11	4.6	6	4.0	5	3.7	1	.....
Girls	54	100.0	171	100.0	118	100.0	98	100.0	20	3
Certificated	52	96.3	161	94.2	113	95.8	93	94.9	20	3
On time	52	96.3	146	85.4	108	91.5	91	92.9	17	3
Late	.....	.....	15	8.8	5	4.2	2	2.0	3	.....
Not certificated	2	3.7	10	5.8	5	4.2	5	5.1	.....	.....
Legally and not reported	.....	.....	1	.6	2	1.7	2	2.0	.....	.....
Illegally	2	3.7	9	5.3	3	2.5	3	3.1	.....	.....

[1] By "late" is meant more than 10 days after going to work.
[2] Including nine children who were under 14 when they began work in first regular position.
[3] Including six children who were under 14 when they began work in first regular position.

The tendency of children from higher grades than normal to be illegally not certificated or certificated late in their first regular positions more frequently than those from normal grades was due entirely to the boys. Of the girls 5.3 per cent of those from normal grades, as compared with only 3.7 per cent of those from higher grades than normal for their ages, were illegally not certificated, and none of the advanced girls were certificated late. The retarded girls, as well as the retarded boys, however, showed less tendency both to be illegally not certificated and to be certificated late in their first regular positions than did the normal girls and boys.

CERTIFICATION AND WORK BEFORE LEAVING SCHOOL.

The children who had worked before leaving school were more likely to fail to secure certificates for their first regular positions than were those who had never had any industrial experience, and decidedly more likely to neglect to secure certificates until they had been at work for more than a week in such positions. Of the children who had worked before leaving school, according to Table 156, 6.2 per cent, and of those who had not worked, only 4.2 per cent were illegally not certificated; but of the first group 12.7 per cent and of

TABLE 156.—*Certification in first regular position, by employment before leaving school, and sex; children interviewed.*

Certification in first regular position, and sex.	Children who, before leaving school—			
	Worked.		Did not work.	
	Number.	Per cent distribution.[1]	Number.	Per cent distribution.
Both sexes	324	100.0	499	100.0
Certificated	299	92.3	469	94.0
On time	258	79.6	433	86.8
Late[2]	[3] 41	12.7	36	7.2
Not certificated	25	7.7	30	6.0
Legally and not reported	5	1.5	9	1.8
Illegally	[4] 20	6.2	21	4.2
Boys	280	100.0	197	100.0
Certificated	258	92.1	181	91.9
On time	221	78.9	161	81.7
Late[2]	37	13.2	20	10.2
Not certificated	22	7.9	16	8.1
Legally and not reported	4	1.4	7	3.6
Illegally	18	6.4	9	4.6
Girls	44	100.0	302	100.0
Certificated	41	.....	288	95.4
On time	37	.....	272	90.1
Late[2]	4	.....	16	5.3
Not certificated	3	.....	14	4.6
Legally and not reported	1	.....	2	.7
Illegally	2	.....	12	4.0

[1] Not shown where base is less than 50.
[2] By "late" is meant more than 10 days after going to work.
[3] Including nine children who were under 14 when they began work in first regular position.
[4] Including six children who were under 14 when they began work in first regular position.

the second only 7.2 per cent were certificated late. Of the boys who had worked before leaving school nearly one-fifth, 19.6 per cent, but of those who had not worked only about one-seventh, 14.8 per cent, either failed to secure in their first regular positions the certificates required by law or secured them more than a week after going to work.

CERTIFICATION AND METHOD OF SECURING POSITIONS.

Considerable difference was found among the children who secured their first positions by different methods, as to whether or not they were certificated or took out their certificates only after having worked for 10 days or more in these positions. Table 157 shows that the largest proportion, 7.1 per cent, of first positions which were illegally not certificated was found among children who secured these positions through employment agencies, schools, or placement bureaus. There were only four of these illegally uncertificated positions, however, and in three of them the children were placed by private employment agencies. The children who secured their first positions through friends or relatives were somewhat more likely than were those who secured them independently to fail illegally to take out certificates. Of the former group 4.7 per cent and of the latter only 3.8 per cent were illegally not certificated. But a more striking difference was found between the certification status of children who secured their first regular positions through friends and those who secured them through relatives. Of the former group 6.6 per cent and of the latter only 2.5 per cent failed illegally to secure certificates for these positions.

Late certification in first regular positions was far more common among children whose first employers were relatives and among those who secured their first regular positions through private employment agencies than in any other group. Over one-fifth, 20.6 per cent, of the children whose employers were relatives failed to secure certificates until after they had been at work for more than a week. About one-seventh, 14.3 per cent, of the group of children who secured their first positions through employment agencies, schools, or placement bureaus were also certificated late, and all of them were placed by private employment agencies. It should be noted in this connection that in comparatively few, only 4.8 per cent, of the first positions in which the employer was a relative were the children illegally not certificated, but that, as has already been pointed out, illegal failure to secure any certificates at all, as well as failure to secure them on time, was particularly common among children who secured their first regular positions through private employment agencies.

TABLE 157.—*Certification in first regular position, by method of securing position; children interviewed.*

Method of securing first regular position.	All children.	Children with first position certificated.						Children with first position not certificated.					
		Total.		On time.		Late.		Total.		Legally and not reported.		Illegally.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Total	823	768	93.3	691	84.0	[2] 77	9.4	55	6.7	14	1.7	[3] 41	5.0
Position secured through:													
Friend or relative	406	381	93.8	344	84.7	37	9.1	25	6.2	6	1.5	19	4.7
Friend	183	169	92.3	158	86.3	11	6.0	14	7.7	2	1.1	12	6.6
Relative	160	153	95.6	140	87.5	13	8.1	7	4.4	3	1.9	4	2.5
Employer relative	63	59	93.7	46	73.0	13	20.6	4	6.3	1	1.6	3	4.8
Independently secured	316	299	94.6	275	87.0	24	7.6	17	5.4	5	1.6	12	3.8
Applied personally	234	223	95.3	209	89.3	14	6.0	11	4.7	3	1.3	8	3.4
Answered advertisement or advertised	44	41	.....	36	.....	5	.....	3	.....	.....	.....	3	.....
Worked there before	38	35	.....	30	.....	5	.....	3	.....	2	.....	1	.....
Employment offered	38	32	.....	25	.....	7	.....	6	.....	2	.....	4	.....
Employment agency, school, placement bureau, etc	56	52	92.9	44	78.6	8	14.3	4	7.1	.....	.....	4	7.1
Employment agency	38	35	.....	27	.....	8	.....	3	.....	.....	.....	3	.....
Philanthropic organization	4	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Day school	3	2	.....	2	.....	.....	.....	1	.....	.....	.....	1	.....
Continuation school	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Placement bureau	10	10	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
Not reported	7	4	.....	3	.....	1	.....	3	.....	1	.....	2	.....

[1] Not shown where base is less than 50.
[2] Including nine children who were under 14 when they began work in first regular position.
[3] Including six children who were under 14 when they began work in first regular position.

CERTIFICATION AND OCCUPATION.

Whether or not an employment certificate is secured or is secured on time for a given position probably depends at least as much upon the employer as upon the child. The principal object of the child in securing a certificate is to stay out of school without being interfered with by an attendance officer, and the principal object of the employer in demanding a certificate is to secure the child's services without danger of trouble with the factory-inspection department and possible prosecution for violation of the child-labor law. Employers who have in their establishments a number of children, even if only two or three, are much more likely than are employers of only a single child to know the requirements of the law and to be careful not to violate them. In factories where many children are used methods of employment are often developed which make it very difficult for any child to secure work without presenting a certificate. This is particularly true in Massachusetts, where in factories certificates of one sort or another are required for employment, not only of children under 16, but of any person under 21 years of age. Employers who have only one child in their service, on the other hand, are sometimes not well acquainted with the legal conditions to be fulfilled and are frequently unsystematic in their methods of employment.

It is not surprising, therefore, to find that failure to secure certificates and late certification are both much more common in occupations in which frequently or commonly only one child is employed than in those in which it is customary for a number of children to work for a single employer. In personal and domestic occupations, for example, Table 158 shows that nearly one-third, 30.3 per cent, of all the positions were illegally not certificated, and over one-eighth, 13.5 per cent, were certificated late, whereas in factory and mechanical occupations less than one-twentieth, 4.6 per cent, were illegally not certificated and only about one-sixteenth, 6.5 per cent, were certificated late. Failure to secure the certificates required by law was least common in positions as shoe-factory operatives, where only one position was illegally not certificated, and late certification was least common in positions for cash and messenger work in department stores, where also only one position was certificated late. The establishments in which children worked as operatives in the manufacture of clothing or in other needle trades were as a rule decidedly smaller than the shoe factories, and consequently it is not surprising to find that nearly one-tenth, 9.2 per cent, of the positions in these establishments were illegally not certificated and almost as large a proportion, 8.6 per cent, were certificated late.

Failure to secure the certificates required by law was more common in positions for office work than for any other except personal and domestic occupations. Of the office-work positions over one-eighth, 13.9 per cent, were illegally not certificated, and practically one-tenth, 9.9 per cent, were certificated late. Late certification was more common, however, in selling than in any other kind of position. In nearly one-fourth, 22.4 per cent, of the positions in which the occupation was selling the children did not take out certificates until they had been at work for 10 days or more, and in more than one-ninth, 11.8 per cent, of these positions they failed entirely to take out the certificates required by law.

The fact that girls more frequently than boys entered factory and mechanical occupations accounts, in part but not wholly, for the fact that fewer of the positions held by girls than of those held by boys were illegally not certificated or were certificated late. A larger proportion of the positions in personal and domestic occupations were also held by girls, but the total number of such positions was very small, only 89, as compared with the number (588) of positions for factory and mechanical occupations. Precisely the same proportion, 4.3 per cent, of the factory operative positions held by girls as of those held by boys were illegally not certificated, and precisely the same proportion, 5.7 per cent, were certificated late. In messenger, errand, and delivery work both lack of certification and late certification were more common in positions held by boys than in those held by girls. Of positions for this kind of work held by boys 10.8 per cent were illegally not certificated and 13.5 per cent were certificated late, and of those held by girls only 6.9 per cent were illegally not certificated and 12.6 per cent were certificated late. In a number of other occupations, too, classified as "clerical occupations, wrapping, selling, and delivery of goods," the proportion of positions held by boys which were either not certificated at all or certificated late was higher than of those held by girls. In the group as a whole, therefore, not far from one-fourth, 23.3 per cent, of the positions held by boys but only a little over one-tenth, 10.6 per cent, of those held by girls were either illegally not certificated or certificated late. It may be, of course, that even in these occupations boys were more likely than girls to be employed singly, but it appears probable either that girls were more careful to secure certificates or that employers were more careful to demand them for girls.

TABLE 158.—*Certification, by occupation and sex of child; regular positions held by children interviewed.*

Occupation and sex.	All regular positions.	Regular positions certificated.					
		Total.		On time.		Late.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	[4] 1,943	[4] 1,731	89.1	[4] 1,542	79.4	[2] 189	9.7
Personal and domestic occupations	89	47	52.8	35	39.3	12	13.5
Personal service (other than servants in the home)	46	28	.....	25	.....	3	.....
House and home work	43	19	.....	10	.....	9	.....
Factory and mechanical occupations	588	555	94.4	517	87.9	38	6.5
Factory operative	563	535	95.0	503	89.3	32	5.7
Shoe factory	199	198	99.5	194	97.5	4	2.0
Clothing factory and other needle trades	185	167	90.3	151	81.6	16	8.6
Textile mill	53	51	96.2	49	92.4	2	3.8
Candy factory	19	19	.....	19	.....	.....	.....
Other factory	107	100	93.5	90	84.1	10	9.3
Apprentice and helper—skilled trades	25	20	.....	14	.....	6	.....
Clerical occupations, wrapping, selling, and delivery of goods	1,248	1,120	89.7	984	78.8	136	10.9
Office work	101	86	85.1	76	75.2	10	9.9
Cash and messenger work—department store	213	208	97.7	207	97.2	1	.5
Packing, wrapping, labeling, and shipping-room work	104	101	97.1	94	90.4	7	6.7
Selling	76	59	77.6	42	55.3	17	22.4
Messenger work, errand and delivery	754	666	88.3	565	74.9	101	13.4
All other occupations	17	8	.....	5	.....	3	.....
Boys	[4] 1,093	[4] 945	86.5	[4] 810	74.1	135	12.4
Personal and domestic occupations	38	18	.....	16	.....	2	.....
Personal service (other than servants in the home)	35	18	.....	16	.....	2	.....
House and home work	3	.....	.....	.....	.....	.....	.....
Factory and mechanical occupations	165	151	91.5	137	83.0	14	8.5
Factory operative	140	131	93.6	123	87.9	8	5.7
Shoe factory	69	68	98.5	66	95.6	2	2.9
Clothing factory and other needle trades	8	6	.....	5	.....	1	.....
Textile mill	22	20	.....	19	.....	1	.....
Other factory	41	37	.....	33	.....	4	.....
Apprentice and helper—skilled trades	25	20	.....	14	.....	6	.....
Clerical occupations, wrapping, selling, and delivery of goods	872	767	88.0	651	74.7	116	13.3
Office work	73	66	90.4	57	78.1	9	12.3
Cash and messenger work—department store	55	53	96.4	52	94.5	1	1.8
Packing, wrapping, labeling, and shipping-room work	34	32	.....	26	.....	6	.....
Selling	43	31	.....	21	.....	10	.....
Messenger work, errand and delivery	667	585	87.7	495	74.2	90	13.5
All other occupations	17	8	.....	5	.....	3	.....
Girls	850	786	92.5	732	86.1	54	6.4
Personal and domestic occupations	51	29	56.9	19	37.3	10	19.6
Personal service (other than servants in the home)	11	10	.....	9	.....	1	.....
House and home work	40	19	.....	10	.....	9	.....
Factory and mechanical occupations	423	404	95.5	380	89.8	24	5.7
Factory operative	423	404	95.5	380	89.8	24	5.7
Shoe factory	130	130	100.0	128	98.5	2	1.5
Clothing factory and other needle trades	177	161	91.0	146	82.5	15	8.5
Textile mill	31	31	.....	30	.....	1	.....
Candy factory	19	19	.....	19	.....	.....	.....
Other factory	66	63	95.5	57	86.4	6	9.1
Clerical occupations, wrapping, selling, and delivery of goods	376	353	93.9	333	88.6	20	5.3
Office work	28	20	.....	19	.....	1	.....
Cash and messenger work—department store	158	155	98.1	155	98.1	.....	.....
Packing, wrapping, labeling, and shipping-room work	70	69	98.6	68	97.1	1	1.4
Selling	33	28	.....	21	.....	7	.....
Messenger work, errand and delivery	87	81	93.1	70	80.5	11	12.6

[1] Not shown where base is less than 50.
[2] Including nine positions where child was under 14 when he began work.
[4] Including one position for which occupation was not reported.

TABLE 158.—*Certification, by occupation and sex of child; regular positions held by children interviewed*—Concluded.

Occupation and sex.	Regular positions not certificated.					
	Total.		Legally and not reported.		Illegally.	
	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Both sexes	212	10.9	49	2.5	[3] 163	8.4
Personal and domestic occupations	42	47.2	15	16.9	27	30.3
Personal service (other than servants in the home)	18	.....	7	.....	11	.....
House and home work	24	.....	8	.....	16	.....
Factory and mechanical occupations	33	5.6	6	1.0	27	4.6
Factory operative	28	5.0	4	.7	24	4.3
Shoe factory	1	.5	.....	.....	1	.5
Clothing factory and other needle trades	18	9.7	1	.5	17	9.2
Textile mill	2	3.8	2	3.8	.....	.....
Other factory	7	6.5	1	.9	6	5.6
Apprentice and helper—skilled trades	5	.....	2	.....	3	.....
Clerical occupations, wrapping, selling, and delivery of goods	128	10.3	21	1.7	107	8.5
Office work	15	14.9	1	1.0	14	13.9
Cash and messenger work—department store	5	2.3	1	.5	4	1.9
Packing, wrapping, labeling, and shipping-room work	3	2.9	1	1.0	2	1.9
Selling	17	22.4	8	10.5	9	11.8
Messenger work, errand and delivery	88	11.7	10	1.3	78	10.3
All other occupations	9	.....	7	.....	2	.....
Boys	148	13.5	39	3.6	109	10.0
Personal and domestic occupations	20	.....	9	.....	11	.....
Personal service (other than servants in the home)	17	.....	7	.....	10	.....
House and home work	3	.....	2	.....	1	.....
Factory and mechanical occupations	14	8.5	5	3.0	9	5.5
Factory operative	9	6.4	3	2.1	6	4.3
Shoe factory	1	1.4	.....	.....	1	1.4
Clothing factory and other needle trades	2	.....	.....	.....	2	.....
Textile mill	2	.....	2	.....	.....	.....
Other factory	4	.....	1	.....	3	.....
Apprentice and helper—skilled trades	5	.....	2	.....	3	.....
Clerical occupations, wrapping, selling, and delivery of goods	105	12.0	18	2.1	87	10.0
Office work	7	9.6	.....	.....	7	9.6
Cash and messenger work—department store	2	3.6	.....	.....	2	3.6
Packing, wrapping, labeling, and shipping-room work	2	.....	1	.....	1	.....
Selling	12	.....	7	.....	5	.....
Messenger work, errand and delivery	82	12.3	10	1.5	72	10.8
All other occupations	9	.....	7	.....	2	.....
Girls	64	7.5	10	1.2	54	6.4
Personal and domestic occupations	22	43.1	6	11.8	16	31.4
Personal service (other than servants in the home)	1	.....	.....	.....	1	.....
House and home work	21	.....	6	.....	15	.....
Factory and mechanical occupations	19	4.5	1	.2	18	4.3
Factory operative	19	4.5	1	.2	18	4.3
Clothing factory and other needle trades	16	9.0	1	.6	15	8.5
Other factory	3	4.5	.....	.....	3	4.5
Clerical occupations, wrapping, selling, and delivery of goods	23	6.1	3	.8	20	5.3
Office work	8	.....	1	.....	7	.....
Cash and messenger work—department store	3	1.9	1	.6	2	1.3
Packing, wrapping, labeling, and shipping-room work	1	1.4	.....	.....	1	1.4
Selling	5	.....	1	.....	4	.....
Messenger work, errand and delivery	6	6.9	.....	.....	6	6.9

[1] Not shown where base is less than 50.
[3] Including seven positions where child was under 14 when he began work.

HOUR VIOLATIONS.

Five different kinds of hour violations could occur, and each one of these could occur in combination with one or more other kinds. First, a child could work too short hours; that is, less than 6 a day or 36 a week. This was a violation of the school-attendance law and could occur only when school was in session as the restriction related only to employment involving absence from school. Too short weekly hours could be combined with too long daily hours, with night work, or even possibly with work for seven days a week. Work for less than 6 hours a day could not be combined with either too long daily or too long weekly hours. The second kind of violation consisted of work for over 8 hours a day in manufacturing, mechanical, and mercantile establishments, workshops, etc., or over 10 hours a day for express or transportation companies, while the third kind consisted of work for over 48 hours a week in the first group of establishments or for over 54 a week for express or transportation companies. The fourth kind of violation which could occur was employment at night; that is, before 6.30 a. m. or after 6 p. m. in manufacturing, mechanical, or mercantile establishments, workshops, etc., or before 5 a. m. or after 9 p. m. in street trades. The fifth kind was employment for seven days a week.[1]

Violations, moreover, might occur either in the first occupation entered in a position or in some subsequent occupation pursued while employed in a single position or in another simultaneous position. When a child's occupation was changed his hours also might be changed. If a child was employed in two positions simultaneously, the second might be for work at night or on Sunday, or the hours in the second, when added to those in the first, might make too long a day or too long a week.

In more than one-fifth, 21.2 per cent, of the positions held by all the children interviewed—over one-fourth, 26.3 per cent, of those held by boys but only about one-seventh, 14.7 per cent, of those held by girls—they were employed in their first occupations, as appears in Table 159, in violation of one or another provision of law relating to hours of labor. Wherever one such violation occurred, moreover, two or three provisions of the law were generally broken. In only one-twentieth, 4.9 per cent, of all the positions held did only one violation occur, but in about one-tenth, 10.2 per cent, there were two violations, and in another twentieth, 5.3 per cent, there were three. In four positions all four of the provisions of the labor law relating to hours of labor were broken, for the children were employed

[1] Revised Laws 1902, ch. 44, as amended by acts of 1913, ch. 779, sec. 1; acts of 1913, ch. 831, secs. 8, 9; acts of 1909, ch. 514, sec. 48; acts of 1913, ch. 831, sec. 15.

too long hours a day, too long hours a week, at night, and seven days a week. Three of these positions were held by girls.

TABLE 159.—*Violation of law in hours of labor, by sex of child; regular positions held by children interviewed.*

Violation of law in hours of labor.	Regular positions held by—					
	All children.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All positions	1,943	100.0	1,093	100.0	850	100.0
Showing violation of law in hours of labor [1]	412	21.2	287	26.3	125	14.7
In first occupation entered	402	20.7	283	25.9	119	14.0
One violation	96	4.9	59	5.4	37	4.4
Under time	28	1.4	13	1.2	15	1.8
Day	42	2.2	23	2.1	19	2.2
Night	24	1.2	21	1.9	3	.4
7-day	2	.1	2	.2		
Two violations	199	10.2	129	11.8	70	8.2
Under time and day	2	.1	1	.1	1	.1
Under time and night	4	.2	4	.4		
Day and week	162	8.3	96	8.8	66	7.8
Day and night	24	1.2	21	1.9	3	.4
Day and 7-day	1	.1	1	.1		
Week and 7-day	4	.2	4	.4		
Night and 7-day	2	.1	2	.2		
Three violations	103	5.3	94	8.6	9	1.1
Under time, day and night	3	.2	3	.3		
Day, week, and night	94	4.8	86	7.9	8	.9
Day, week, and 7-day	2	.1	1	.1	1	.1
Week, night, and 7-day	4	.2	4	.4		
Four violations	4	.2	1	.1	3	.4
Day, week, night, and 7-day	4	.2	1	.1	3	.4
In subsequent occupation or simultaneous position	10	.5	4	.4	6	.7
Day	2	.1			2	.2
Night	2	.1	2	.2		
Day and week	3	.2	1	.1	2	.2
Day, week, and night	3	.2	1	.1	2	.2
Hours legal and not excessive [2]	1,444	74.3	769	70.4	675	79.4
Hours excessive but legal [3]	36	1.9	8	.7	28	3.3
Hours not reported	51	2.6	29	2.7	22	2.6

[1] *Violations.*—Undertime: Less than 6 hours per day or 36 per week, where child has an employment certificate and works during school hours or is out of school. Day: Over 8 hours per day in manufacturing, mechanical, and mercantile establishments, workshops, etc., or over 10 hours per day for express or transportation companies. Week: Over 48 hours per week in manufacturing, mechanical and mercantile establishments, workshops, etc., or over 54 per week for express or transportation companies. Night. Before 6.30 a. m. or after 6 p. m. in manufacturing, mechanical and mercantile establishments, workshops, etc., or before 5 a. m. or after 9 p. m. in street trades. 7-day: 7 days per week.

[2] Not more than 8 hours per day, 48 hours per week, or 6 days per week; no work before 6.30 a. m. or after 6 p. m., and not less than 6 hours per day or 36 per week where child has employment certificate and works during school hours or is out of school.

[3] Including three positions showing also an undertime violation. These children worked irregular hours, less than 36 a week, but either more than 8 hours on certain days or else at night.

Positions in which the children worked too short hours—that is, less than six a day or 36 a week—were somewhat uncommon. In 28 positions, or 1.4 per cent of the total number, this kind of violation occurred alone. In addition, there were two cases in which the weekly hours were too short but the daily hours too long; in four the daily or weekly hours were too short but there was night work, and in three too short weekly hours were combined with both night work and too long daily hours. In about 1 position in 50, therefore, or,

to be exact, 1.9 per cent of all the positions, the children worked too short hours. Undertime alone was more common among the girls, but, combined with violations of other laws relating to hours of labor, it was more common among the boys.

Too long daily hours were generally accompanied by too long weekly hours, and the latter form of violation seldom occurred except in connection with the former. In only 42 positions were the daily hours alone too long, but in 162 both the daily and the weekly hours were too long, and in 93 others the night-work law also was violated. When all the positions in which the hours per day were longer than permitted by law are added together, regardless of whether the violation occurred in subsequent occupations or simultaneous positions and also of whether it was accompanied by other violations, it is found that in over one-sixth, 17.5 per cent, of all the positions—over one-fifth, 21.4 per cent, of those held by boys, but only about one-eighth, 12.6 per cent, of those held by girls—the provisions of law relating to daily hours were violated. Similarly, when all the positions in which the hours per week were longer than permitted by law are added together it is found that in about one-seventh, 14.2 per cent, of all positions—over one-sixth, 17.7 per cent, of those held by boys, but less than one-tenth, 9.6 per cent, of those held by girls—the provisions of law relating to weekly hours were violated. In only eight cases were the weekly hours too long without the daily hours also being too long, and in all of these the children worked seven days a week—in four cases working also at night. Evidently violations of the legal provisions relating to hours per week were somewhat less common than of those relating to hours per day and were almost always accompanied by the latter.

Employment of children, particularly boys, in night work was not at all uncommon. In about one-twelfth, 8.4 per cent, of all the positions held by the children interviewed, they were employed in violation of the night-work law. In only 19, or 2.2 per cent, of the positions held by girls, but in 144, or 13.2 per cent, of those held by boys night work was required. In other words, the boys were employed at night in over one-eighth of all the positions which they held. In 26 cases night work occurred without any other violation, but in 4 cases it was combined with undertime, in 24 with too long daily hours, in 2 with a seven-day week, in 3 with both too short hours per week and too long hours per day, in 96 with both too long hours per day and per week, and in 4 with too long hours both per day and per week and a seven-day week.

Positions in which children were required to work seven days a week were relatively rare, this kind of violation being found in only

1 position out of every 100 held by these children. Like positions requiring night work, they were much more frequently held by boys than by girls. Of the 19 positions requiring work for seven days a week 15 were held by boys.

A few cases were found in which, although no violation of any law relating to hours actually existed because hours in the particular occupations concerned were not regulated, violations would have existed if the 8-hour day, 48-hour week, 6-day week, and night work provisions in force for other occupations had been in effect for these. Most of these cases, 28 out of 36, were in positions held by girls.

In nearly three-fourths, 74.3 per cent, of all the positions held by these children, however, the hours were not only legal but were not excessive—that is, were not over 8 a day or 48 a week—and did not involve work at night—that is, before 6.30 a. m. or after 6 p. m.—or for more than six days a week. In over seven-tenths, 70.4 per cent, of the positions held by boys and nearly eight-tenths, 79.4 per cent, of those held by girls, the hours of labor fell within these limits.

Violations of law as to hours of labor were most likely to occur, according to Table 160, in the positions held by children of foreign-born fathers, especially in those held by children whose fathers were of non-English-speaking nationalities, and particularly in those held by Russian-Jewish children. Such violations were found in only 17.9 per cent of the positions held by children of native fathers, but in 22 per cent of those held by children of foreign-born fathers, 24.7 per cent of those held by children whose fathers were of non-English-speaking nationalities, and 28.6 per cent of those held by Russian-Jewish children.

In this respect much less difference was found between the girls than between the boys whose fathers were native and foreign born. Of the positions held by the daughters of native fathers 13.9 per cent and of those held by the daughters of foreign-born fathers 15 per cent involved hour violations. Of those held by the sons of native fathers, on the other hand, 20.6 per cent, and of those held by the sons of foreign-born fathers 27.7 per cent involved such violations. Of the positions held by boys whose fathers were foreign born of non-English-speaking nationalities not far from one-third, 31.7 per cent, and of those held by Russian-Jewish boys about the same proportion, 31.6 per cent, involved illegal hours. Much more difference was found between the Russian-Jewish girls and all the girls whose fathers were foreign born of non-English-speaking nationalities in the matter of hour violations; for in nearly one-fourth, 24 per cent, of the positions held by the former but only 18.2 per cent of those held by the latter were such violations discovered.

TABLE 160.—*Violation of law in hours of labor, by nationality of father and sex of child; regular positions held by children interviewed.*

Nationality of father and sex of child.	All regular positions.	Regular positions in which— Violations of law as to hours of labor occurred.[1] Total.		In first occupation entered.		In subsequent occupation or simultaneous position.	
		Number.	Per cent.[4]	Number.	Per cent.[4]	Number.	Per cent.[4]
Both sexes	1,943	412	21.2	402	20.7	10	0.5
Children of native fathers	459	82	17.9	81	17.6	1	.2
Children of foreign-born fathers	[5]1,424	[5]313	22.0	[5]304	21.3	9	.6
Of English-speaking nationalities	574	100	17.4	96	16.7	4	.7
Irish	382	58	15.2	55	14.4	3	.8
Other	192	42	21.9	41	21.4	1	.5
Of non-English-speaking nationalities	845	209	24.7	204	24.1	5	.6
Italian	485	117	24.1	114	23.5	3	.6
Russian-Jewish	192	55	28.6	54	28.1	1	.5
Other	168	37	22.0	36	21.4	1	.6
Children the nativity of whose fathers was not reported	60	17	28.3	17	28.3	.....	.....
Boys	1,093	287	26.3	283	25.9	4	.4
Children of native fathers	272	56	20.6	56	20.6	.....	.....
Children of foreign-born fathers	[5]779	[5]216	27.7	[5]212	27.2	4	.5
Of English-speaking nationalities	364	82	22.5	80	22.0	2	.5
Irish	239	46	19.2	45	18.8	1	.4
Other	125	36	28.8	35	28.0	1	.8
Of non-English-speaking nationalities	410	130	31.7	128	31.2	2	.5
Italian	201	64	31.8	62	30.8	2	1.0
Russian-Jewish	117	37	31.6	37	31.6	.....	.....
Other	92	29	31.5	29	31.5	.....	.....
Children the nativity of whose fathers was not reported	42	15	.....	15	.....	.....	.....
Girls	850	125	14.7	119	14.0	6	.7
Children of native fathers	187	26	13.9	25	13.4	1	.5
Children of foreign-born fathers	645	97	15.0	92	14.3	5	.8
Of English-speaking nationalities	210	18	8.6	16	7.6	2	1.0
Irish	143	12	8.4	10	7.0	2	1.4
Other	67	6	9.0	6	9.0	.....	.....
Of non-English-speaking nationalities	435	79	18.2	76	17.5	3	.7
Italian	284	53	18.7	52	18.3	1	.4
Russian-Jewish	75	18	24.0	17	22.7	1	1.3
Other	76	8	10.5	7	9.2	1	1.3
Children the nativity of whose fathers was not reported	18	2	.....	2	.....	.....	.....

[1] *Violations.*—Undertime: Less than 6 hours per day or 36 per week, where child has an employment certificate and works during school hours or is out of school. Day: Over 8 hours per day in manufacturing, mechanical, and mercantile establishments, workshops, etc., or over 10 hours per day for express or transportation companies. Week: Over 48 hours per week in manufacturing, mechanical, and mercantile establishments, workshops, etc., or over 54 per week for express or transportation companies. Night: Before 6.30 a. m. or after 6 p. m. in manufacturing, mechanical, and mercantile establishments, workshops, etc., or before 5 a. m. or after 9 p. m. in street trades. 7 days: 7 days per week.

[4] Not shown where base is less than 50.

[5] Includes five positions held by a boy, the nationality of whose father was not reported. In four of these positions violations occurred.

TABLE 160.—*Violation of law in hours of labor, by nationality of father and sex of child; regular positions held by children interviewed*—Concluded.

Nationality of father and sex of child.	Regular positions in which—					
	Hours were legal and not excessive.[2]		Hours were excessive but legal.[3]		Hours were not reported.	
	Number.	Per cent.[4]	Number.	Per cent.[4]	Number.	Per cent.[4]
Both sexes	1,444	74.3	36	1.9	51	2.6
Children of native fathers	354	77.1	13	2.8	10	2.2
Children of foreign-born fathers	[5]1,050	73.7	22	1.5	39	2.7
Of English-speaking nationalities	445	77.5	13	2.3	16	2.8
Irish	304	79.6	10	2.6	10	2.6
Other	141	73.4	3	1.6	6	3.1
Of non-English-speaking nationalities	604	71.5	9	1.1	23	2.7
Italian	353	72.8	3	.6	12	2.5
Russian-Jewish	130	67.7	2	1.0	5	2.6
Other	121	72.0	4	2.4	6	3.6
Children the nativity of whose fathers was not reported	40	66.7	1	1.7	2	3.3
Boys	769	70.4	8	.7	29	2.7
Children of native fathers	210	77.2	3	1.1	3	1.1
Children of foreign-born fathers	532	68.3	5	.6	26	3.3
Of English-speaking nationalities	271	74.5	1	.3	10	2.7
Irish	185	77.4	1	.4	7	2.9
Other	86	68.8	.....	.....	3	2.4
Of non-English-speaking nationalities	260	63.4	4	1.0	16	3.9
Italian	127	63.2	2	1.0	8	4.0
Russian-Jewish	77	65.8	.....	.....	3	2.6
Other	56	60.9	2	2.2	5	5.4
Children the nativity of whose fathers was not reported	27	.....	.....	.....	.....	.....
Girls	675	79.4	28	3.3	22	2.6
Children of native fathers	144	77.0	10	5.3	7	3.7
Children of foreign-born fathers	518	80.3	17	2.6	13	2.0
Of English-speaking nationalities	174	82.9	12	5.7	6	2.9
Irish	119	83.2	9	6.3	3	2.1
Other	55	82.1	3	4.5	3	4.5
Of non-English-speaking nationalities	344	79.1	5	1.1	7	1.6
Italian	226	79.6	1	.4	4	1.4
Russian-Jewish	53	70.7	2	2.7	2	2.7
Other	65	85.5	2	2.6	1	1.3
Children the nativity of whose fathers was not reported	13	.....	1	.....	2	.....

[2] Not more than 8 hours per day, 48 hours per week, or 6 days per week; no work before 6.30 a. m. or after 6 p. m.; and not less than 6 hours per day or 36 per week where child has employment certificate and works during school hours or is out of school.

[3] Including three positions, showing also an undertime violation.

[4] Not shown where base is less than 50.

[5] Includes five positions held by a boy, the nationality of whose father was not reported. In four of these positions violations in hours occurred.

TABLE 161.—*Violation of law in hours of labor, by occupation and sex of child; regular positions held by children interviewed.*

Occupation and sex.	All regular positions.	Regular positions in which—											
		Violations of law as to hours of labor occurred.[1]						Hours were legal and not excessive.[2]		Hours were excessive but legal.[3]		Hours were not reported.	
		Total.		In first occupation entered.		In subsequent occupation or simultaneous position.							
		Number.	Per cent.[4]	Number.	Per cent.[4]	Number.	Per cent.[4]	Number.	Per cent.[4]	Number.	Per cent.[4]	Number.	Per cent.[4]
Both sexes	[5] 1,943	412	21.2	402	20.7	10	0.5	1,444	74.3	36	1.9	[5] 51	2.6
Personal and domestic occupations	89	21	23.6	21	23.6			31	34.8	29	32.6	8	9.0
Personal service (other than servants in the home)	46	20		20				21		1		4	
House and home work	43	1		1				10		28		4	
Factory and mechanical occupations	588	95	16.2	92	15.6	3	.5	478	81.3			15	2.6
Factory operative	563	90	16.0	87	15.5	3	.5	459	81.5			14	2.5
Shoe factory	199	11	5.5	11	5.5			184	92.5			4	2.0
Clothing factory and other needle trades	185	46	24.9	44	23.8	2	1.1	135	73.0			4	2.2
Textile mill	53	8	15.1	8	15.1			44	83.0			1	1.9
Candy factory	19	3		3				16					
Other factory	107	22	20.6	21	19.6	1	.9	80	74.8			5	4.7
Apprentice and helper—skilled trades	25	5		5				19				1	
Clerical occupations, wrapping, selling, and delivery of goods	1,248	292	23.4	285	22.8	7	.6	925	74.1	4	.3	27	2.2
Office work	101	10	9.9	9	8.9	1	1.0	89	88.1			2	2.0
Cash and messenger work—department store	213	15	7.0	15	7.0			195	91.5			3	1.4
Packing, wrapping, labeling, and shipping-room work	104	10	9.6	9	8.7	1	1.0	91	87.5			3	2.9
Selling	76	34	44.7	32	42.1	2	2.6	37	48.7	3	3.9	2	2.6
Messenger work, errand and delivery	754	223	29.6	220	29.2	3	.4	513	68.0	1	.1	17	2.3
All other occupations	17	4		4				10		3			
Boys	[5] 1,093	287	26.3	283	25.9	4	.4	769	70.4	8	.7	[5] 29	2.7
Personal and domestic occupations	38	18		18				14		1		5	
Personal service (other than servants in the home)	35	18		18				12		1		4	
House and home work	3							2				1	

Factory and mechanical occupations	165	26	15.8	26	15.8			135	81.8			4	2.4
Factory operative	140	21	15.0	21	15.0			116	82.9			3	2.1
Shoe factory	69	4	5.8	4	5.8			64	92.8			1	1.4
Clothing factory and other needle trades	8	5		5				3					
Textile mill	22	3		3				19					
Other factory	41	9		9				30				2	
Apprentice and helper—skilled trades	25	5		5				19				1	
Clerical occupations, wrapping, selling, and delivery of goods	872	239	27.4	235	26.9	4	.5	610	70.0	4	.5	19	2.2
Office work	73	3	4.1	3	4.1			69	94.5			1	1.4
Cash and messenger work—department store	55	5	9.1	5	9.1			50	90.9				
Packing, wrapping, labeling, and shipping-room work	34	5		5				28				1	
Selling	43	19		17		2		20		3		1	
Messenger work, errand and delivery	667	207	31.0	205	30.7	2	.3	443	66.4	1	.1	16	2.4
All other occupations	17	4		4				10		3			
Girls	850	125	14.7	119	14.0	6	.7	675	79.4	28	3.3	22	2.6
Personal and domestic occupations	51	3	5.9	3	5.9			17	33.3	28	54.9	3	5.9
Personal service (other than servants in the home)	11	2		2				9					
House and home work	40	1		1				8		28		3	
Factory and mechanical occupations	423	69	16.3	66	15.6	3	.7	343	81.1			11	2.6
Factory operative	423	69	16.3	66	15.6	3	.7	343	81.1			11	2.6
Shoe factory	130	7	5.4	7	5.4			120	92.3			3	2.3
Clothing factory and other needle trades	177	41	23.2	39	22.0	2	1.1	132	74.6			4	2.3
Textile mill	31	5		5				25				1	
Candy factory	19	3		3				16					
Other factory	66	13	19.7	12	18.2	1	1.5	50	75.8			3	4.5
Clerical occupations, wrapping, selling, and delivery of goods	376	53	14.1	50	13.3	3	.8	315	83.8			8	2.1
Office work	28	7		6		1		20				1	
Cash and messenger work—department store	158	10	6.3	10	6.3			145	91.8			3	1.9
Packing, wrapping, labeling, and shipping-room work	70	5	7.1	4	5.7	1	1.4	63	90.0			2	2.9
Selling	33	15		15				17				1	
Messenger work, errand and delivery	87	16	18.4	15	17.2	1	1.1	70	80.5			1	1.1

[1] *Violations.*—Undertime: Less than 6 hours per day or 36 per week, where child has an employment certificate and works during school hours or is out of school. Day: Over 8 hours per day in manufacturing, mechanical, and mercantile establishments, workshops, etc., or over 10 hours per day for express or transportation companies. Week: Over 48 hours per week in manufacturing, mechanical, and mercantile establishments, workshops, etc., or over 54 per week for express or transportation companies. Night: Before 6.30 a. m. or after 6 p. m. in manufacturing, mechanical, and mercantile establishments, workshops etc., or before 5 a. m. or after 9 p. m. in street trades. 7-day: 7 days per week.

[2] Not more than 8 hours per day, 48 hours per week, or 6 days per week; no work before 6.30 a. m. or after 6 p. m.; and not less than 6 hours per day or 36 per week where child has employment certificate and works during school hours or is out of school.

[3] Including three positions showing also an undertime violation.

[4] Not shown where base is less than 50.

[5] Including one position for which occupation was not reported.

The difference in the matter of hour violations between the children of the various nationality groups, as well as that between the boys and the girls, was due primarily to differences in occupations. Violations of the laws restricting hours, like those of the laws requiring employment certificates, are much more likely to occur, as appears in Table 161, in occupations where as a rule only one child is hired by a single employer than in those in which a number of children are usually employed in a single establishment. Thus in nearly one-fourth, 23.6 per cent, of all the positions in personal and domestic occupations but in less than one-sixth, 16.2 per cent, of those in factory and mechanical occupations, were hour violations found. Moreover, as in the case of illegal or late certification, there was a striking difference between shoe factory operative positions and positions as operatives in clothing factories or other needle trades. Of the former little more than one-twentieth, 5.5 per cent, but of the latter practically one-fourth, 24.9 per cent, involved violations of the laws relating to hours of labor. The proportion of positions in "clerical occupations, wrapping, selling, and delivery of goods" in which hour violations occurred was almost as high, 23.4 per cent, as of positions in clothing factories and other needle trades. An even larger proportion, 29.6 per cent, of the messenger, errand, and delivery work positions involved hour violations. But decidedly the largest proportion of positions involving such violations, 44.7 per cent, not far from half, was found among positions in which the occupation was "selling." If the figures in Table 161 are compared with those in Tables 110, 118, and 119, which give the occupational distribution of children of the different sexes and the different fathers' nationalities, it appears obvious that this occupational distribution accounts in general for the differences in hour violations found in positions held by children of the different groups.

Table 162 shows further the close relationship between hour violations and failure to obtain employment certificates or to obtain them on time. Of all the positions in which the hours were legal and not excessive only 7.7 per cent were not certificated, 5.3 per cent illegally not certificated, and 8 per cent certificated late; but of those in which any kind of hour violation occurred 15.5 per cent were not certificated, 14.6 per cent illegally not certificated, and 15 per cent certificated late. To a certain extent this may be due to greater carelessness as to the hours of labor of children who did not hold employment certificates, but primarily and fundamentally it is due to the fact that hour violations were most likely to occur in the same occupations as violations of the certificate law—occupations in which employers hired single children rather than groups of children.

TABLE 162.—*Certification, by violation of law in hours of labor, and sex of child; regular positions held by children interviewed.*

Violation of law in hours of labor, and sex.	All regular positions.	Regular positions certificated.					
		Total.		On time.		Late.	
		Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Positions held by both sexes	1,943	1,731	89.1	1,542	79.4	[2] 189	9.7
Showing violation of law in hours of labor [4]	412	348	84.5	286	69.4	62	15.0
Hours legal and not excessive [5]	1,444	1,333	92.3	1,217	84.3	116	8.0
Hours excessive but legal [6]	36	17	.....	9	.....	8	.....
Hours not reported	51	33	64.7	30	58.8	3	5.9
Positions held by boys	1,093	945	86.5	810	74.1	135	12.4
Showing violation of law in hours of labor [4]	287	238	82.9	193	67.2	45	15.7
Hours legal and not excessive [5]	769	686	89.2	600	78.0	86	11.2
Hours excessive but legal [6]	8	3	.....	1	.....	2	.....
Hours not reported	29	18	.....	16	.....	2	.....
Positions held by girls	850	786	92.5	732	86.1	54	6.4
Showing violation of law in hours of labor [4]	125	110	88.0	93	74.4	17	13.6
Hours legal and not excessive [5]	675	647	95.9	617	91.4	30	4.4
Hours excessive but legal [6]	28	14	.....	8	.....	6	.....
Hours not reported	22	15	.....	14	.....	1	.....

Violation of law in hours of labor, and sex.	Regular positions not certificated.					
	Total.		Legally and not reported.		Illegally.	
	Number.	Per cent.[1]	Number.	Per cent.[1]	Number.	Per cent.[1]
Positions held by both sexes	212	10.9	49	2.5	[3] 163	8.4
Showing violation of law in hours of labor [4]	64	15.5	4	1.0	60	14.6
Hours legal and not excessive [5]	111	7.7	35	2.4	76	5.3
Hours excessive but legal [6]	19	.....	6	.....	13	.....
Hours not reported	18	35.3	4	7.8	14	27.5
Positions held by boys	148	13.5	39	3.6	109	10.0
Showing violation of law in hours of labor [4]	49	17.1	3	1.0	46	16.0
Hours legal and not excessive [5]	83	10.8	29	3.8	54	7.0
Hours excessive but legal [6]	5	.....	3	.....	2	.....
Hours not reported	11	.....	4	.....	7	.....
Positions held by girls	64	7.5	10	1.2	54	6.4
Showing violation of law in hours of labor [4]	15	12.0	1	.8	14	11.2
Hours legal and not excessive [5]	28	4.1	6	.9	22	3.3
Hours excessive but legal [6]	14	.....	3	.....	11	.....
Hours not reported	7	.....	.....	.....	7	.....

[1] Not shown where base is less than 50.
[2] Includes 9 positions held by children who were under 14 when they began work.
[3] Includes 7 positions held by children who were under 14 when they began work.
[4] *Violations.*—Undertime: Less than 6 hours per day or 36 per week, where child has an employment certificate and works during school hours or is out of school. Day: Over 8 hours per day in manufacturing, mechanical, and mercantile establishments, workshops, etc., or over 10 hours per day for express or transportation companies. Week: Over 48 hours per week in manufacturing, mechanical, and mercantile establishments, workshops, etc., or over 54 per week for express or transportation companies. Night: Before 6.30 a. m. or after 6 p. m. in manufacturing, mechanical, and mercantile establishments, workshops, etc., or before 5 a. m. or after 9 p. m. in street trades. Seven day: Seven days per week.
[5] Not more than 8 hours per day, 48 hours per week, or 6 days per week; no work before 6.30 a. m. or after 6 p. m.; and not less than 6 hours per day or 36 per week where child has employment certificate and works during school hours or is out of school.
[6] Including two positions held by boys and one by a girl, showing an undertime violation also.

OCCUPATIONS, HOURS, AND WAGES THREE YEARS LATER.

For the children interviewed additional information was secured as to occupations, hours of labor, and wages in 1918, when, though still minors and therefore subject to a few legal restrictions, they were no longer limited by the strict provisions of the child-labor law. At that time these children had been at work from nearly three to not far from five years during a period of considerable increase in demand for labor due to the World War and especially to the entrance of this country into that war. They still had to hold certificates for employment in most occupations, but these were merely "educational" certificates which were only a form, as the children were no longer obliged to attend continuation school and, as they had all proved their literacy before receiving their employment certificates, none of them was obliged to attend evening school. In a considerable number of occupations, moreover, they could work without any certificates.

The hours of labor of girls in factories, workshops, manufacturing, mechanical, and mercantile establishments, and in most other common employments were limited by the woman's work law to 10 a day, 54 a week, and 6 days a week, and night work was prohibited between 10 p. m. and 5 a. m. (between 6 p. m. and 5 a. m. in textile manufacturing). The hours of the boys were unregulated, except that if they were employed as messengers they could not work between 10 p. m. and 5 a. m.[10] Both boys and girls were prohibited from work in certain occupations dangerous to morals.[11] Otherwise they could work whenever and wherever they pleased.

About two-fifths, 39.8 per cent, of the children interviewed—38.2 per cent of the boys and 42.2 per cent of the girls—replied to the questionnaire sent out in 1918. Of the 182 boys who replied, however, 37 had enlisted in the service of the United States or Canada, and the information as to the occupations, hours, and wages of this group was not, of course, comparable with similar information for the group of boys who were engaged in civilian occupations. In the following tables, therefore, these enlisted boys are excluded from the percentages, which are based upon the 146 girls and the 145 boys engaged in civilian occupations who replied to the questionnaires.

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[10] Occupations furnishing public service, in case of extraordinary emergency, and delivery to a newspaper office of messages directly connected with the business of publishing a newspaper were exempted. Acts of 1909, ch. 514, sec. 48, as amended by Acts of 1916, ch. 222; Acts of 1913, ch. 831, secs. 9, 10.

[11] Acts of 1913, ch. 831, secs. 7, 9, 10.

The children who could be located in 1918 or who, when they received the questionnaire, replied to it, may have been, upon the whole, more prosperous than those who were not located or who failed to give the desired information. Those who were engaged in purely manual occupations involving no use of their school training may have been less likely to write out and post their answers to the questions asked them. Of the children who did reply a somewhat larger proportion, 18 per cent, had entered industry from higher grades and a somewhat smaller proportion, 29.6 per cent, from lower grades than normal for their ages, than among all the children interviewed, for whom the corresponding percentages were 16.5 per cent and 32.4 per cent. At any rate in considering the results of the 1918 inquiry it should be kept continually in mind that they are based upon a comparatively small proportion, and upon a group perhaps subject to a certain degree to a selective process, from among the children interviewed in the continuation school before they were 16 years of age. Nevertheless, these results are of importance as showing the industrial progress made during a period of nearly three years by a group of children all of whom had definitely left school for work before their sixteenth birthdays.

OCCUPATIONS.

A much larger proportion of the positions held in 1918 than of those held before the children became 16 years of age were for factory and mechanical, and a much smaller proportion for clerical and similar occupations. Table 163 shows that considerably over one-half, 54.3 per cent, of the children who answered the questionnaire were employed in 1918 in factory and mechanical occupations and not much over one-third, 36.1 per cent, in "clerical occupations, wrapping, selling, and delivery of goods." Yet of all the regular positions held by the interviewed children before the date of the interview, as already noted, less than one-third, only 30.3 per cent, were for factory and mechanical occupations and almost two-thirds, 64.2 per cent, were for clerical and similar occupations. This tendency to drift out of clerical and similar occupations and into factory and mechanical occupations was shown by both the boys and the girls but was most pronounced among the boys, comparatively few of whom had worked in factories before their sixteenth birthdays. Nearly one-half, 49.8 per cent, of the positions held by the girls before they were interviewed but 58.9 per cent of those held in 1918 were in factory and mechanical occupations. On the other hand, less than one-sixth, 15.1 per cent, of those held by boys before they were interviewed, but nearly half, 49.7 per cent, of those held in 1918 were in occupations of this kind.[12]

[12] See Table 118, pp. 236–237.

TABLE 163.—*Occupation in 1918, by nativity of father and nativity and sex of child; children interviewed who replied to questionnaire in 1918.*

Occupation in 1918,[1] and sex.	Children reporting 1918 information.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.[2]	Number.	Per cent distribution.[2]	Number.	Per cent distribution.[2]	
Both sexes	328	.....	72	.....	181	.....	66	.....	9
Civilian occupations	291	100.0	55	100.0	163	100.0	64	100.0	9
Personal and domestic occupations	6	2.1	1	1.8	2	1.2	3	4.7	.....
Personal service (other than servants in the home)	5	1.7	.....	.....	2	1.2	3	4.7	.....
House and home work	1	.3	1	1.8	.....	.....	.....	.....	.....
Factory and mechanical occupations	158	54.3	29	52.7	85	52.1	40	62.5	4
Factory operative	115	39.5	18	32.7	64	39.3	32	50.0	1
Shoe factory	23	7.9	3	5.5	13	8.0	7	10.9	.....
Clothing factory and other needle trades	19	6.5	2	3.6	9	5.5	7	10.9	1
Textile mill	8	2.7	3	5.5	3	1.8	2	3.1	.....
Candy factory	12	4.1	.....	.....	6	3.7	6	9.4	.....
Other factory	53	18.2	10	18.2	33	20.2	10	15.6	.....
Apprentice and helper—skilled trades	43	14.8	11	20.0	21	12.9	8	12.5	3
Clerical occupations, wrapping, selling, and delivery of goods	105	36.1	21	38.2	62	38.0	19	29.7	3
Office work	36	12.4	12	21.8	20	12.3	3	4.7	1
Cash and messenger work—department store	4	1.4	.....	.....	4	2.5	.....	.....	.....
Packing, wrapping, labeling, and shipping room work	28	9.6	3	5.5	16	9.8	8	12.5	1
Selling	18	6.2	2	3.6	12	7.4	4	6.3	.....
Messenger work, errand, and delivery	19	6.5	4	7.3	10	6.1	4	6.3	1
All other occupations	16	5.5	2	3.6	11	6.7	1	1.6	2
Not reported	6	2.1	2	3.6	3	1.8	1	1.6	.....
Enlisted	37	.....	17	.....	18	.....	2	.....	.....
Boys	182	.....	45	.....	101	.....	28	.....	8
Civilian occupations	145	100.0	28	100.0	83	100.0	26	100.0	8
Personal and domestic occupations	3	2.1	.....	.....	1	1.2	2	.....	.....
Personal service (other than servants in the home)	3	2.1	.....	.....	1	1.2	2	.....	.....
Factory and mechanical occupations	72	49.7	13	.....	44	53.0	12	.....	3
Factory operative	30	20.7	2	.....	23	27.7	5	.....	.....
Shoe factory	5	3.4	.....	.....	5	6.0	.....	.....	.....
Clothing factory and other needle trades	1	.7	.....	.....	1	1.2	.....	.....	.....
Other factory	24	16.6	2	.....	17	20.5	5	.....	.....
Apprentice and helper—skilled trades	42	29.0	11	.....	21	25.3	7	.....	3
Clerical occupations, wrapping, selling, and delivery of goods	54	37.2	13	.....	27	32.5	11	.....	3
Office work	16	11.0	7	.....	6	7.2	2	.....	1
Packing, wrapping, labeling, and shipping room work	10	6.9	1	.....	4	4.8	4	.....	1
Selling	12	8.3	1	.....	9	10.8	2	.....	.....
Messenger work, errand, and delivery	16	11.0	4	.....	8	9.6	3	.....	1
All other occupations	14	9.7	1	.....	10	12.0	1	.....	2
Not reported	2	1.4	1	.....	1	1.2	.....	.....	.....
Enlisted	37	.....	17	.....	18	.....	2	.....	.....

[1] In 495 cases no information in regard to 1918 position was secured.
[2] Not shown where base is less than 50.

TABLE 163.—*Occupation in 1918, by nativity of father and nativity and sex of child; children interviewed who replied to questionnaire in 1918*—Concluded.

Ocupation in 1918, and sex.	Children reporting 1918 information.								
	Total.		Both fathers and children native.		Fathers foreign born.				Nativity of fathers not reported; children native.
					Children native.		Children foreign born.		
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Girls	146	.....	27	.....	80	.....	38	.....	1
Civilian occupations	146	100.0	27	100.0	80	100.0	38	100.0	1
Personal and domestic occupations	3	2.1	1	.....	1	1.3	1	.....	.....
Personal service (other than servants in the home)	2	1.4	.....	.....	1	1.3	1	.....	.....
House and home work	1	.7	1	.....	.....	.....	.....	.....	.....
Factory and mechanical occupations	86	58.9	16	.....	41	51.3	28	.....	1
Factory operative	85	58.2	16	.....	41	51.3	27	.....	1
Shoe factory	18	12.3	3	.....	8	10.0	7	.....	.....
Clothing factory and other needle trades	18	12.3	2	.....	8	10.0	7	.....	1
Textile mill	8	5.5	3	.....	3	3.8	2	.....	.....
Candy factory	12	8.2	.....	.....	6	7.5	6	.....	.....
Other factory	29	19.9	8	.....	16	20.0	5	.....	.....
Apprentice and helper—skilled trades	1	.7	.....	.....	.....	.....	1	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	51	34.9	8	.....	35	43.8	8	.....	.....
Office work	20	13.7	5	.....	14	17.5	1	.....	.....
Cash and messenger work—department store	4	2.7	.....	.....	4	5.0	.....	.....	.....
Packing, wrapping, labeling, and shipping room work	18	12.3	2	.....	12	15.0	4	.....	.....
Selling	6	4.1	1	.....	3	3.8	2	.....	.....
Messenger work, errand, and delivery	3	2.1	.....	.....	2	2.5	1	.....	.....
All other occupations	2	1.4	1	.....	1	1.3	.....	.....	.....
Not reported	4	2.7	1	.....	2	2.5	1	.....	.....

The larger proportion of children employed in factory and mechanical occupations in 1918 was due in great part to the employment of boys as apprentices and helpers in skilled trades, but there was also a decided increase in employment as factory operatives. Only 1.3 per cent of the regular positions held before the date of the interview, but 14.8 per cent of those held in 1918, involved work as apprentices and helpers in skilled trades. In 1918 nearly three-tenths, 29 per cent, of the boys who replied to the questionnaire were employed in occupations which could thus be classified. Nevertheless nearly four-tenths, 39.5 per cent, of the children were factory operatives, an occupation which accounted for less than three-tenths, 29 per cent, of the regular positions held before the children were interviewed in continuation school. The proportion of factory operative positions held by girls increased from about one-half, 49.8 per cent, of the positions held before they were interviewed to not far

from six-tenths, 58.2 per cent, of the 1918 positions; but the increase was even more striking among the boys, for although only about one-eighth, 12.8 per cent, of the earlier regular positions held by boys were for work as operatives in factories about two-fifths, 20.7 per cent, of those held in 1918 were for this kind of work. Both boys and girls showed, however, a general tendency away from the kinds of factories in which they had so frequently worked when under 16 years of age and toward "other factories." The only exception to this rule was in the increased employment of girls in textile mills and candy factories in 1918.

The comparatively small proportion of children employed in "clerical occupations, wrapping, selling, and delivery of goods" in 1918 was due entirely to the fact that messenger, errand, and delivery work and cash and messenger work in department stores is left in most cases to younger children. Messenger, errand, and delivery work, which accounted for almost two-fifths, 38.8 per cent, of all the positions, and for over three-fifths, 61 per cent, of those held by boys before the children were interviewed, accounted for only about one-sixteenth, 6.5 per cent, of all the positions and less than one-ninth, 11 per cent, of those held by boys in 1918. Moreover, cash and messenger work in department stores, which accounted for about one-ninth, 11 per cent, of all the positions, and for not far from one-fifth, 18.6 per cent, of those held by girls before the children were interviewed, accounted for only 1.4 per cent of all the positions and only 2.7 per cent of those held by girls in 1918.

The other three occupations classified as "clerical occupations, wrapping, selling, and delivery of goods" furnished larger proportions of the positions held in 1918 than of those held before the children were 16. At the later date about one-eighth, 12.4 per cent, of the children were engaged in office work, which accounted for only about one-twentieth, 5.2 per cent, of the positions held before the children were interviewed. During their earlier work histories a larger proportion of the positions held by boys than of those held by girls, 6.7 per cent, as compared with 3.3 per cent, were in offices, but by 1918 the girls had overtaken and passed the boys in this kind of work, for at that time more than one-eighth, 13.7 per cent, of the girls, but only about one-ninth, 11 per cent, of the boys were engaged in office work. In "packing, wrapping, labeling, and shipping-room work," on the other hand, the proportion of positions held by boys showed a greater rate of increase, from 3.1 to 6.9 per cent, than did the proportion of positions held by girls, which increased from 8.2 to 12.3 per cent. Selling occupations accounted for only a slightly larger proportion of the positions held by the girls in 1918 than of

those held before they were interviewed, 4.1 per cent, as compared with 3.9 per cent; but they accounted for a considerably larger proportion, 8.3 per cent, as compared with 3.9 per cent, of the positions held by boys in 1918.

Only six, or 2.1 per cent, of the children who replied to the questionnaire were engaged in personal and domestic occupations in 1918. Three of them were boys and three girls, but all except one girl, who was engaged in "house and home work," were employed in "personal service (other than servants in the home)." Yet 4.6 per cent of all the regular positions held by the children interviewed before the date of the interview were in personal and domestic occupations.

The children of each nativity group showed the tendency to leave clerical and similar occupations for factory and mechanical occupations, but this tendency was most pronounced among the native children of native fathers. The proportion of positions in factory and mechanical occupations held by native children of native fathers in 1918 was more than twice as large, 52.7 per cent, as the proportion, 23.5 per cent, of such positions held before the children were interviewed. On the other hand, a very slightly larger proportion of the positions held by foreign-born children in 1918 than of those held before they were interviewed, 4.7 per cent, as compared with 4.5 per cent, were in personal and domestic occupations.

A decidedly larger proportion of the children of native fathers than of either the native or foreign-born children of foreign-born fathers were employed in 1918 as apprentices or helpers in skilled trades. One-fifth, 20 per cent, of the children of native fathers but only a little more than one-eighth, 12.9 per cent, of the native and exactly one-eighth, 12.5 per cent, of the foreign-born children of foreign-born fathers were at work in this occupation. Fifteen of the 28 children who were employed as apprentices or helpers in 1918 were engaged in some sort of war production.

Of the 37 boys who reported in 1918 that they had enlisted 17 had native fathers, and 18 of the 20 whose fathers were foreign born had themselves been born in the United States. In other words, of the boys who replied to the questionnaire 17 out of 45, or 38 per cent, of those who were native and whose fathers also were native, 18 out of 101, or 18 per cent, of those who were native but whose fathers were foreign born, and 2 out of 28, or 7.1 per cent, of those who were themselves foreign born are known to have enlisted either in the Army or the Navy. In many other cases, of course, such enlistment may have prevented the boys from receiving or replying to the questionnaire. These boys were all, it should be noted, less than 20 years of age in 1918.

TABLE 164.—*Occupation in 1918, by nationality of father and sex of child; children of foreign-born fathers interviewed who replied to questionnaire in 1918.*

Occupation in 1918.[1]	Children of foreign-born fathers. Both sexes. Total. Number.	Total. Per cent distribution.	Of English-speaking nationalities. Number.	Of English-speaking nationalities. Per cent distribution.	Of non-English-speaking nationalities. Number.	Of non-English-speaking nationalities. Per cent distribution.
All occupations	247	.....	92	.....	155	.....
Civilian occupations	227	100.0	77	100.0	150	100.0
Personal and domestic occupations	5	2.2	1	1.3	4	2.7
Personal service (other than servants in the home)	5	2.2	1	1.3	4	2.7
Factory and mechanical occupations	125	55.1	37	48.1	88	58.7
Factory operative	96	42.3	25	32.5	71	47.3
Shoe factory	20	8.8	8	10.4	12	8.0
Clothing factory and other needle trades	16	7.0	4	5.2	12	8.0
Textile mill	5	2.2	2	2.6	3	2.0
Candy factory	12	5.3	.....	.....	12	8.0
Other factory	35	15.4	8	10.4	27	18.0
Other factory—war production	8	3.5	3	3.9	5	3.3
Apprentice and helper—skilled trades	29	12.8	12	15.6	17	11.3
Clerical occupations, wrapping, selling, and delivery of goods	81	35.7	32	41.6	49	32.7
Office work	23	10.1	10	13.0	13	8.7
Cash and messenger work—department store	4	1.8	3	3.9	1	.7
Packing, wrapping, labeling, and shipping-room work	24	10.6	9	11.7	15	10.0
Selling	16	7.0	3	3.9	13	8.7
Messenger work, errand and delivery	14	6.2	7	9.1	7	4.7
All other occupations	12	5.3	7	9.1	5	3.3
Not reported	4	1.8	.....	.....	4	2.7
Enlisted [3]	20	.....	15	.....	5	.....

Occupation in 1918.[1]	Children of foreign-born fathers. Boys. Total. Number.	Total. Per cent distribution.	Of English-speaking nationalities. Number.	Of English-speaking nationalities. Per cent distribution.[2]	Of non-English-speaking nationalities. Number.	Of non-English-speaking nationalities. Per cent distribution.
All occupations	129	.....	57	.....	72	.....
Civilian occupations	109	100.0	42	100.0	67	100.0
Personal and domestic occupations	3	2.8	1	.....	2	3.0
Personal service (other than servants in the home)	3	2.8	1	.....	2	3.0
Factory and mechanical occupations	56	51.4	22	.....	34	50.7
Factory operative	28	25.7	10	.....	18	26.9
Shoe factory	5	4.6	3	.....	2	3.0
Clothing factory and other needle trades	1	.9	.....	.....	1	1.5
Other factory	20	18.3	6	.....	14	20.9
Other factory—war production	2	1.8	1	.....	1	1.5
Apprentice and helper—skilled trades	28	25.7	12	.....	16	23.9
Clerical occupations, wrapping, selling, and delivery of goods	38	34.9	13	.....	25	37.3
Office work	8	7.3	4	.....	4	6.0
Packing, wrapping, labeling, and shipping-room work	8	7.3	1	.....	7	10.4
Selling	11	10.1	2	.....	9	13.4
Messenger work, errand and delivery	11	10.1	6	.....	5	7.5
All other occupations	11	10.1	6	.....	5	7.5
Not reported	1	.9	.....	.....	1	1.5
Enlisted [3]	20	.....	15	.....	5	.....

[1] In 495 cases no information in regard to 1918 position was secured.
[2] Not shown where base is less than 50.
[3] Including two in Canadian forces.

TABLE 164.—*Occupation in 1918, by nationality of father and sex of child; children of foreign-born fathers interviewed who replied to questionnaire in 1918*—Concluded.

Occupation in 1918.[1]	Children of foreign-born fathers.					
	Girls.					
	Total.		Of English-speaking nationalities.		Of non-English-speaking nationalities.	
	Number.	Per cent distribution.	Number.	Per cent distribution.[2]	Number.	Per cent distribution.
All occupations	118	.....	35	.....	83	.....
Civilian occupations	118	100.0	35	100.0	83	100.0
Personal and domestic occupations	2	1.7	.....	.....	2	2.4
Personal service (other than servants in the home)	2	1.7	.....	.....	2	2.4
Factory and mechanical occupations	69	58.5	15	.....	54	65.1
Factory operative	68	57.6	15	.....	53	63.9
Shoe factory	15	12.7	5	.....	10	12.0
Clothing factory and other needle trades	15	12.7	4	.....	11	13.3
Textile mill	5	4.2	2	.....	3	3.6
Candy factory	12	10.2	.....	.....	12	14.5
Other factory	15	12.7	2	.....	13	15.7
Other factory—war production	6	5.1	2	.....	4	4.8
Apprentice and helper—skilled trades	1	.8	.....	.....	1	1.2
Clerical occupations, wrapping, selling, and delivery of goods	43	36.4	19	.....	24	28.9
Office work	15	12.7	6	.....	9	10.8
Cash and messenger work—department store	4	3.4	3	.....	1	1.2
Packing, wrapping, labeling, and shipping room work	16	13.6	8	.....	8	9.6
Selling	5	4.2	1	.....	4	4.8
Messenger work, errand and delivery	3	2.5	1	.....	2	2.4
All other occupations	1	.8	1	.....	.....	.....
Not reported	3	2.5	.....	.....	3	3.6

[1] In 495 cases no information in regard to 1918 position was secured.
[2] Not shown where base is less than 50.

The increase in the proportion of positions in factory and mechanical occupations held by children of foreign-born fathers between their earlier work histories and 1918 was decidedly greater, according to Table 164, among the children whose fathers were of English-speaking than among those whose fathers were of non-English-speaking nationalities. Of the positions held by the children of fathers of non-English-speaking nationalities before they were interviewed, about two-fifths, 38.5 per cent,[13] and of those held by the children of this group who replied to the questionnaire in 1918 nearly three-fifths, 58.7 per cent, belonged in this group of occupations. The positions in factory and mechanical occupations held by children of foreign-born fathers of English-speaking nationalities, on the other hand, increased from about one-fourth, 24.4 per cent, to not far from half, 48.1 per cent; but in 1918, as earlier, both these groups showed a greater tendency to follow these occupations than did the children of native fathers.

[13] See Table 119, pp. 238–239.

TABLE 165.—*Occupation in 1918, by retardation and sex; children interviewed who replied to questionnaire in 1918.*

Occupation in 1918.[1]	Children who, on leaving school, had completed for their ages—							
	A higher grade than normal.	A normal grade.		A lower grade than normal.				
				Total.		One or two grades lower than normal.		Three or more grades lower than normal.[2]
		Number.	Per cent distribution.	Number.	Per cent distribution.[2]	Number.	Per cent distribution.[2]	
Both sexes	59	170	.....	97	.....	87	.....	10
Civilian occupations	49	150	100.0	90	100.0	80	100.0	10
Personal and domestic occupations	2	4	2.7	.....	.....	.....	.....	.....
Personal service (other than servants in the home)	1	4	2.7	.....	.....	.....	.....	.....
House and home work	1	.....	.....	.....	.....	.....	.....	.....
Factory and mechanical occupations	25	73	48.7	58	64.4	51	63.8	7
Factory operative	15	57	38.0	41	45.6	37	46.3	4
Shoe factory	4	9	6.0	9	10.0	8	10.0	1
Clothing factory and other needle trades	4	10	6.7	5	5.6	4	5.0	1
Textile mill	1	6	4.0	1	1.1	1	1.3	.....
Candy factory	1	5	3.3	6	6.7	4	5.0	2
Other factory	5	21	14.0	18	20.0	18	22.5	.....
Other factory—war production	.....	6	4.0	2	2.2	2	2.5	.....
Apprentice and helper—skilled trades	10	16	10.7	17	18.8	14	17.6	3
Clerical occupations, wrapping, selling, and delivery of goods	17	66	44.0	22	24.4	20	25.0	2
Office work	6	29	19.3	1	1.1	1	1.3	.....
Cash and messenger work—department store	.....	3	2.0	1	1.1	1	1.3	.....
Packing, wrapping, labeling, and shipping-room work	4	15	10.0	9	10.0	9	11.3	.....
Selling	6	9	6.0	3	3.3	3	3.8	.....
Messenger work, errand and delivery	1	10	6.7	8	8.9	6	7.5	2
All other occupations	5	5	3.3	6	6.7	6	7.5	.....
Not reported	.....	2	1.3	4	4.4	3	3.8	1
Enlisted[3]	10	20	.....	7	.....	7	.....	.....
Boys	39	89	.....	53	.....	48	.....	5
Civilian occupations	29	69	100.0	46	100.0	41	100.0	5
Personal and domestic occupations	.....	3	4.3	.....	.....	.....	.....	.....
Personal service (other than servants in the home)	.....	3	4.3	.....	.....	.....	.....	.....
Factory and mechanical occupations	15	28	40.6	28	.....	25	.....	3
Factory operative	5	13	18.8	11	.....	11	.....	.....
Shoe factory	1	2	2.9	2	.....	2	.....	.....
Clothing factory and other needle trades	.....	1	1.4	.....	.....	.....	.....	.....
Other factory	4	9	13.0	8	.....	8	.....	.....
Other factory—war production	.....	1	1.4	1	.....	1	.....	.....
Apprentice and helper—skilled trades	10	15	21.7	17	.....	14	.....	3
Clerical occupations, wrapping, selling, and delivery of goods	11	33	47.8	10	.....	8	.....	2
Office work	3	13	18.8	.....	.....	.....	.....	.....
Packing, wrapping, labeling, and shipping-room work	2	5	7.2	3	.....	3	.....	.....
Selling	5	7	10.1	.....	.....	.....	.....	.....
Messenger work, errand and delivery	1	8	11.6	7	.....	5	.....	2
All other occupations	3	5	7.2	6	.....	6	.....	.....
Not reported	.....	.....	.....	2	.....	2	.....	.....
Enlisted[3]	10	20	.....	7	.....	7	.....	.....

[1] In 495 cases no information in regard to 1918 position was secured.
[2] Rate not shown where base is less than 50.
[3] Including two in Canadian forces.

TABLE 165.—*Occupation in 1918, by retardation and sex; children interviewed who replied to questionnaire in 1918*—Concluded.

Occupation in 1918.	Children who, on leaving school, had completed for their ages—							
	A higher grade than normal.	A normal grade.		A lower grade than normal.				
				Total.		One or two grades lower than normal.		Three or more grades lower than normal.
		Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	
Girls	20	81	.....	44	.....	39	.....	5
Civilian occupations	20	81	100.0	44	100.0	39	100.0	5
Personal and domestic occupations	2	1	1.2	.....	.....	.....	.....	.....
Personal service (other than servants in the home)	1	1	1.2	.....	.....	.....	.....	.....
House and home work	1	.....	.....	.....	.....	.....	.....	.....
Factory and mechanical occupations	10	45	55.6	30	.....	26	.....	4
Factory operative	10	44	54.3	30	.....	26	.....	4
Shoe factory	3	7	8.6	7	.....	6	.....	1
Clothing factory and other needle trades	4	9	11.1	5	.....	4	.....	1
Textile mill	1	6	7.4	1	.....	1	.....	.....
Candy factory	1	5	6.2	6	.....	4	.....	2
Other factory	1	12	14.8	10	.....	10	.....	.....
Other factory—war production	.....	5	6.2	1	.....	1	.....	.....
Apprentice and helper—skilled trades	.....	1	1.2	.....	.....	.....	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	6	33	40.7	12	.....	12	.....	.....
Office work	3	16	19.8	1	.....	1	.....	.....
Cash and messenger work—department store	.....	3	3.7	1	.....	1	.....	.....
Packing, wrapping, labeling, and shipping-room work	2	10	12.3	6	.....	6	.....	.....
Selling	1	2	2.5	3	.....	3	.....	.....
Messenger work, errand and delivery	.....	2	2.5	1	.....	1	.....	.....
All other occupations	2	.....	.....	.....	.....	.....	.....	.....
Not reported	.....	2	2.5	2	.....	1	.....	1

The retarded children showed a greater tendency than did the normal children to gravitate toward factory and mechanical occupations. Table 165 shows that of the positions held in 1918 by children who, on leaving school, had completed lower grades than normal for their ages almost two-thirds, 64.4 per cent, and of those held by children who had completed normal grades less than half, 48.7 per cent, were in factory and mechanical occupations. Of the regular positions held by the retarded children before they were interviewed 37.4 per cent and of those held by the normal children before they were interviewed 29.9 per cent were for occupations in this group.[14] In other words, the proportion of positions in factory and mechanical occupations held by retarded children increased 72.2 per cent and the proportion held by normal children increased only 62.9 per cent.

On the other hand, the normal children showed a greater tendency than did the retarded children to remain in clerical and similar posi-

[14] See Table 122, pp. 248-249.

tions. Office work, which accounted for only 3 per cent of the positions held by the retarded children, and 6.8 of those held by the normal children before they were interviewed accounted for an even smaller proportion, 1.1 per cent, of the positions held by the retarded children but for nearly one-fifth, 19.3 per cent, of those held by the normal children in 1918.

HOURS OF LABOR.

As the children who replied to the questionnaire in 1918 were no longer subject to the legal restrictions which applied to them before they were 16 years of age, their hours of labor were generally much longer than in the positions which they held before they were interviewed. In only 15.3 per cent of the regular positions held by all

TABLE 166.—*Hours weekly in 1918, by occupation and sex; children interviewed who replied to questionnaire in 1918.*

Occupation in 1918,[1] and sex.	All children.	Children reporting specified number of hours weekly in 1918.					
		48 hours or under.					
		Total.		12 under 24.		36 under 42.	
		Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]
Both sexes	328	159	48.5	1	0.3	10	3.0
Civilian occupations	291	159	54.6	1	.3	10	3.4
Personal and domestic occupations	6	1					
Factory and mechanical occupations	158	86	54.4			2	1.3
Factory operative	115	59	51.3			1	.9
Apprentice and helper—skilled trades	43	27				1	
Clerical occupations, wrapping, selling, and delivery of goods	105	61	58.1			6	5.7
All other occupations	16	9		1		2	
Not reported	6	2					
Enlisted	37						
Boys	182	77	42.3	1	.5	6	3.3
Civilian occupations	145	77	53.1	1	.7	6	4.1
Personal and domestic occupations	3	1					
Factory and mechanical occupations	72	44	61.1			1	1.4
Factory operative	30	18					
Apprentice and helper—skilled trades	42	26				1	
Clerical occupations, wrapping, selling, and delivery of goods	54	25	46.3			4	7.4
All other occupations	14	7		1		1	
Not reported	2						
Enlisted	37						
Girls	146	82	56.2			4	2.7
Civilian occupations	146	82	56.2			4	2.7
Personal and domestic occupations	3						
Factory and mechanical occupations	86	42	48.8			1	1.2
Factory operative	85	41	48.2			1	1.2
Apprentice and helper—skilled trades	1	1					
Clerical occupations, wrapping, selling, and delivery of goods	51	36	70.6			2	3.9
All other occupations	2	2				1	
Not reported	4	2					

[1] In 495 cases no information in regard to 1918 positions was secured.
[2] Not shown where base is less than 50.

TABLE 166.—*Hours weekly in 1918, by occupation and sex; children interviewed who replied to questionnaire in 1918*—Concluded.

Occupation in 1918, and sex.	Children reporting specified number of hours weekly in 1918.									
	48 hours or under.				Over 48, under 54.		54 and over.		Not reported.	
	42 under 48.		48 even.							
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Both sexes	56	17.1	92	28.0	70	21.3	56	17.1	43	13.1
Civilian occupations	56	19.2	92	31.6	70	24.1	56	19.2	6	2.1
Personal and domestic occupations			1				4		1	
Factory and mechanical occupations	32	20.3	52	32.9	46	29.1	25	15.8	1	.6
Factory operative	20	17.4	38	33.0	36	31.3	20	17.4		
Apprentice and helper—skilled trades	12		14		10		5		1	
Clerical occupations, wrapping, selling, and delivery of goods	21	20.0	34	32.4	21	20.0	19	18.1	4	3.8
All other occupations	1		5				7			
Not reported	2				3		1			
Enlisted									37	
Boys	22	12.1	48	26.4	35	19.2	31	17.0	39	21.4
Civilian occupations	22	15.2	48	33.1	35	24.1	31	21.4	2	1.4
Personal and domestic occupations			1				2			
Factory and mechanical occupations	15	20.8	28	38.9	20	27.8	7	9.7	1	1.4
Factory operative	3		15		10		2			
Apprentice and helper—skilled trades	12		13		10		5		1	
Clerical occupations, wrapping, selling, and delivery of goods	7	13.0	14	25.9	13	24.1	15	27.8	1	1.9
All other occupations			5				7			
Not reported					2					
Enlisted									37	
Girls	34	23.3	44	30.1	35	24.0	25	17.1	4	2.7
Civilian occupations	34	23.3	44	30.1	35	24.0	25	17.1	4	2.7
Personal and domestic occupations							2		1	
Factory and mechanical occupations	17	19.8	24	27.9	26	30.2	18	20.9		
Factory operative	17	20.0	23	27.1	26	30.6	18	21.2		
Apprentice and helper—skilled trades			1							
Clerical occupations, wrapping, selling, and delivery of goods	14	27.5	20	39.2	8	15.7	4	7.8	3	5.9
All other occupations	1									
Not reported	2				1		1			

the children interviewed during the earlier period,[15] but in 43.3 per cent of those held in civilian occupations in 1918, according to Table 166, the hours were over 48 a week. Moreover, whereas in only 6.4 per cent of the regular positions held before they were 16 had weekly hours been 54 or over, in 19.2 per cent of the civilian positions held in 1918 they worked these hours. It appears, therefore, that over two-fifths of the children who were engaged in civilian occupations in 1918 were working over 48 hours and nearly one-fifth were working over 54 hours a week.

The boys more frequently worked long hours than did the girls. Of the boys who were employed in civilian occupations 53.1 per cent, as compared with 56.2 per cent of the girls, worked 48 hours or less.

[15] See Table 130, pp. 268–269.

The weekly hours of practically the same proportion of boys as of girls, 24.1 per cent, as compared with 24 per cent, were over 48 but under 54. Over one-fifth, 21.4 per cent, of the boys, as compared with little more than one-sixth, 17.1 per cent, of the girls worked 54 hours or more a week.

In factory and mechanical occupations, in which the hours were over 48 a week in only about one-eighth, 12.7 per cent, of the positions held before the children were 16, they were over 48 in not far from half, 44.9 per cent, of those held in 1918. More girls than boys, 51.1 per cent of the former as compared with only 37.5 per cent of the latter, worked over 48 hours in 1918 in these occupations. Furthermore, about two-tenths, 20.9 per cent, of the girls, but less than one-tenth, 9.7 per cent, of the boys worked 54 hours or over.

In clerical and similar occupations, on the other hand, the hours of the boys in 1918 were much more likely to be long than were those of the girls. Over half, 51.9 per cent, of the boys, but less than one-fourth, 23.5 per cent, of the girls engaged in these occupations worked more than 48 hours a week, and more than one-fourth, 27.8 per cent, of the boys as compared with only 7.8 per cent of the girls worked 54 hours or over. Yet in only 15 per cent of the positions held before they were interviewed had the children engaged in these occupations worked over 48 hours and in only 6.1 per cent had they worked 54 hours or more weekly.

It should be stated in connection with the hours in 1918 that the questionnaires were answered in December not long after the signing of the armistice, and that many manufacturing establishments had on hand orders for Army goods which they were still trying to fill as rapidly as possible. A few of the children stated that they were working on Army goods—but a larger number were evidently working part of the time on Army and part of the time on civilian work according to the needs of the establishment. Moreover, some of the children who were working on goods destined for war-supply purposes may not have known that fact. The general pressure of war production, however, may easily have led to more cases of long hours than would usually be found among a similar group of children over 16 but under 21 years of age.

WEEKLY WAGES.

The weekly wages received by the children in 1918 were naturally much higher than those received before they became 16 years of age. Not only were the children older, more experienced, and no longer subject to as rigid restrictions in hours and to compulsory continuation-school attendance, but they could be employed in many of the machine processes and in other occupations in which they were prohibited from engaging before they were 16. By the fall of 1918, moreover, the pressure of war work, combined with the increased cost of living, had both enlarged industrial opportunities and increased wages for all, but especially perhaps for young and adaptable workers who could readily be fitted into whatever kind of work was most pressing.

TABLE 167.—*Weekly wage in 1918, by sex; children interviewed who replied to questionnaire in 1918.*

Weekly wage in 1918,[1] and sex.	Number.	Per cent distribution.
Both sexes	328	.....
Employed in civilian occupations	291	100.0
Weekly wage:		
Under $10	31	10.7
$10 under $20	166	57.0
$10 under $15	91	31.3
$15 under $20	75	25.8
$20 under $30	71	24.4
$20 under $25	48	16.5
$25 under $30	23	7.9
$30 or over	9	3.1
Not all cash wage	3	1.0
Not reported	11	3.8
Enlisted	37	.....
Boys	182	.....
Employed in civilian occupations	145	100.0
Weekly wage:		
$10 under $20	66	45.5
$10 under $15	12	8.3
$15 under $20	54	37.2
$20 under $30	67	46.2
$20 under $25	44	30.3
$25 under $30	23	15.9
$30 or over	9	6.2
Not all cash wage	1	.7
Not reported	2	1.4
Enlisted	37	.....
Girls	146	.....
Employed in civilian occupations	146	100.0
Weekly wage:		
Under $10	31	21.2
$10 under $20	100	68.5
$10 under $15	79	54.1
$15 under $20	21	14.4
$20 under $30	4	2.7
$20 under $25	4	2.7
Not all cash wage	2	1.4
Not reported	9	6.2

[1] In 495 cases no information was secured in regard to the 1918 position.

Although nearly three-fourths, 73.5 per cent, of the children interviewed had received less than $5 a week in their first regular positions,[16] Table 167 shows that in 1918 only about one-tenth, 10.7 per cent, of the children who replied to the questionnaire received weekly wages of less than $10, while nearly one-fourth, 24.4 per cent, received from $20 to $30; and 9 boys, 3.1 per cent of all the children, received $30 or more a week. For the majority, however, 57 per cent, the wages in 1918 were from $10 to $20; for not far from one-third, 31.3 per cent, they were between $10 and $15; and for slightly over one-fourth, 25.8 per cent, they were between $15 and $20.

The boys, as in their earlier positions, received higher wages than did the girls. None of the girls was making more than $25 a week when they answered the questionnaire, and only 2.7 per cent of them were making more than $20 a week. More than half, 52.4 per cent, of the boys earned over $20, and not far from one-fourth, 22.1 per cent, earned over $25. Moreover, none of the boys, but over one-fifth, 21.2 per cent, of the girls received less than $10, and only about one-twelfth, 8.3 per cent of the boys, as compared with more than one-half, 54.1 per cent, of the girls, received from $10 to $15 weekly.

Larger proportions of the children who, on leaving school, had completed normal grades than of those who had completed only lower grades than normal for their ages were found in 1918 both in the two highest and in the lowest wage groups. Table 168 shows that considerably more than one-eighth, 14 per cent, of the children from normal grades, but only a little over one-twentieth, 5.5 per cent, of those from lower grades than normal were earning in 1918 $25 a week or more. But at the same time 14 per cent of the children from normal grades and only 5.6 per cent of those from lower grades than normal were earning less than $10 a week. A slightly larger proportion of the normal than of the retarded children, 34.7 per cent as compared with 33.3 per cent, was also found in the group for which the weekly wages were $10 but less than $15, but this difference is almost negligible considering the small numbers involved. It may be, of course, that in some of the more poorly paid positions the opportunities to learn a trade or business were better than in some of the better paid positions; but the larger proportion of children from grades normal for their ages who were found in 1918 in poorly paid positions is more probably due to the fact that these children so frequently entered clerical occupations and that wages in these occupations had not been as much influenced as in manufacturing by war production. At any rate a decidedly greater proportion of children from normal grades than of retarded

[16] See Table 95, p. 195.

children was found in 1918 in the most highly paid positions. Eight of the nine boys who were making $30 or more a week in 1918 had completed normal grades for their ages when they left school for work.

TABLE 168.—*Weekly wage in 1918, by retardation; children interviewed who replied to questionnaire in 1918.*

Weekly wage in 1918.[1]	Children who, on leaving school, had completed, for their ages—					
	A higher grade than normal.		A normal grade.		Grade lower than normal.	
	Number.	Per cent distribution.[2]	Number.	Per cent distribution.	Number.	Per cent distribution.
All children	59	.....	170	.....	97	.....
Employed in civilian occupations	49	100.0	150	100.0	90	100.0
Weekly wage:						
Under $10	5	.....	21	14.0	5	5.6
$10 under $20	22	.....	86	57.3	56	62.2
$10 under $15	9	.....	52	34.7	30	33.3
$15 under $20	13	.....	34	22.7	26	28.9
$20 under $30	16	.....	31	20.7	24	26.7
$20 under $25	10	.....	18	12.0	20	22.2
$25 under $30	6	.....	13	8.7	4	4.4
$30 or over	.....	.....	8	5.3	1	1.1
Not all cash wage	1	.....	1	.7	1	1.1
Not reported	5	.....	3	2.0	3	3.3
Enlisted (wages not comparable)	10	.....	20	.....	7	.....

[1] In 495 cases no information in regard to 1918 position was secured.
[2] Rate not shown where base is less than 50.

The children who had worked before they left school appear to have continued, in 1918, to hold the advantage over those who had not worked, which they were found to have had in their first regular positions after leaving school.[17] Only 2.7 per cent of the children who had worked, according to Table 169, as compared with 15.7 per cent of those who had not worked, were receiving in 1918 less than $10 a week. On the other hand, more than one-sixth, 17.7 per cent, of the children who had worked, as compared with less than one-twelfth, 6.8 per cent, of those who had not worked, were making $25 or more in 1918. About one-half, 50.4 per cent, of the children who had worked before leaving school but over three-fifths, 61.2 per cent, of those who had not worked were found in 1918 in the group earning $10 but less than $20, whereas the group earning $20 but less than $30 contained not far from two-fifths, 38.1 per cent, of the children who had worked but less than one-sixth, 15.7 per cent, of those who had not worked before leaving school. The boys alone showed the same tendency; and six of the nine boys whose weekly wages in 1918 were $30 or over had worked before

[17] See Table 99, p. 200.

they left school. In this connection it should be recalled that the group of children who worked before leaving school contained a larger proportion of native children, especially of native children whose fathers also were native, than did the group of children who did not work before leaving school.[18]

TABLE 169.—*Weekly wage in 1918, by employment before leaving school and sex; children interviewed who replied to questionnaire in 1918.*

Weekly wage in 1918,[a] and sex.	Children who, before leaving school— Worked.		Did not work.	
	Number.	Per cent distribution.[b]	Number.	Per cent distribution.
Both sexes	132	.....	196	.....
Employed in civilian occupations	113	100.0	178	100.0
Weekly wage—				
Under $10	3	2.7	28	15.7
$10 under $20	57	50.4	109	61.2
$10 under $15	22	19.5	69	38.8
$15 under $20	35	31.0	40	22.5
$20 under $30	43	38.1	28	15.7
$20 under $25	29	25.7	19	10.7
$25 under $30	14	12.4	9	5.1
$30 or over	6	5.3	3	1.7
Not all cash wage	1	.9	2	1.1
Not reported	3	2.7	8	4.5
Enlisted	19	.....	18	.....
Boys	112	.....	70	.....
Employed in civilian occupations	93	100.0	52	100.0
Weekly wage—				
$10 under $20	41	44.1	25	48.1
$10 under $15	8	8.6	4	7.7
$15 under $20	33	35.5	21	40.4
$20 under $30	43	46.2	24	46.2
$20 under $25	29	31.2	15	28.8
$25 under $30	14	15.1	9	17.3
$30 or over	6	6.5	3	5.8
Not all cash wage	1	1.1	.....	.....
Not reported	2	2.2	.....	.....
Enlisted	19	.....	18	.....
Girls	20	.....	126	.....
Employed in civilian occupations	20	100.0	126	100.0
Weekly wage—				
Under $10	3	.....	28	22.2
$10 under $20	16	.....	84	66.7
$10 under $15	14	.....	65	51.6
$15 under $20	2	.....	19	15.1
$20 under $30	.....	.....	4	3.2
$20 under $25	.....	.....	4	3.2
Not all cash wage	.....	.....	2	1.6
Not reported	1	.....	8	6.3

[a] In 495 cases no information in regard to 1918 position was secured.
[b] Not shown where base is less than 50.

[18] See Table 65, p. 151.

The children whose wages were high in 1918 were somewhat more likely to work long hours—that is, over 48 hours a week—than were those whose wages were comparatively low. Of the children whose weekly wages were $10 but less than $15, as appears in Table 170, not far from three-fifths, 58.2 per cent, worked 48 hours or less a week; but of those whose wages were $15 but less than $20, about one-half, 50.7 per cent, and of those whose wages were $20 but less than $30, only 46.5 per cent worked these hours. On the other hand, not far from one-third, 31 per cent, of the children who earned $20 but less than $30 a week, as compared with 14.7 per cent of those who earned from $15 to $20 and with 15.4 per cent of those who earned from $10 to $15 were working 54 hours or more a week. More than one-half, 53.5 per cent, of the children who earned $20 but less than $30, as compared with somewhat less than one-half, 48 per cent, of those who earned from $15 to $20 and with less than two-fifths, 39.6 per cent, of those who earned from $10 to $15 were working 48 hours or more. Of the boys whose weekly wages were $20 but less than $30 more than one-half, 52.3 per cent, and four of the nine boys whose weekly wages were $30 or more were working over 48 hours a week.

Wages in 1918 were higher, according to Table 171, in factory and mechanical than in clerical and similar occupations. Nearly one-half, 48.6 per cent, of the boys employed in factory and mechanical occupations, as compared with four-ninths, 44.4 per cent, of those employed in clerical occupations, wrapping, selling, and delivery of goods received $20 but less than $30 weekly. The wages of the girls, as already noted, were much lower than those of the boys, but 4.7 per cent of the girls who were engaged in factory occupations, as compared with only 2.7 per cent of those who were engaged in all occupations received $20 but less than $25, none of them receiving more than $25. Moreover, about one-fifth, 20.9 per cent, of the girls employed in factories, as compared with less than one-sixth, 14.4 per cent, of all the girls received $15 but less than $20 a week.

TABLE 170.—*Hours weekly in 1918, by weekly wage and sex;*

Weekly wage in 1918,[1] and sex	All children.	Children reporting specified number of hours weekly in 1918.					
		48 hours or under.					
		Total.		12 under 24.		36 under 42.	
		Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]
Both sexes	328	159	48.5	1	0.3	10	3.0
Employed in civilian occupations	291	159	54.6	1	.3	10	3.4
Weekly wage:							
Under $10	31	24				1	
$10 under $20	166	91	54.8	1	.6	5	3.0
$10 under $15	91	53	58.2			3	3.3
$15 under $20	75	38	50.7	1	1.3	2	2.7
$20 under $30	71	33	46.5			2	2.8
$20 under $25	48	21				1	
$25 under $30	23	12				1	
$30 or over	9	5				2	
Not all cash wage	3						
Not reported	11	6					
Enlisted	37						
Boys	182	77	42.3	1	.5	6	3.3
Employed in civilian occupations	145	77	53.1	1	.7	6	4.1
Weekly wage:							
$10 under $20	66	39	59.1	1	1.5	2	3.0
$10 under $15	12	9				1	
$15 under $20	54	30	55.6	1	1.9	1	1.9
$20 under $30	67	32	47.8			2	3.0
$20 under $25	44	20				1	
$25 under $30	23	12				1	
$30 or over	9	5				2	
Not all cash wage	1						
Not reported	2	1					
Enlisted	37						
Girls	146	82	56.2			4	2.7
Employed in civilian occupations	146	82	56.2			4	2.7
Weekly wage:							
Under $10	31	24				1	
$10 under $20	100	52	52.0			3	3.0
$10 under $15	79	44	55.7			2	2.5
$15 under $20	21	8				1	
$20 under $30	4	1					
$20 under $25	4	1					
Not all cash wage	2						
Not reported	9	5					

[1] In 495 cases no information in regard to 1918 position was secured.

children interviewed who replied to questionnaire in 1918.

Children reporting specified number of hours weekly in 1918.										Weekly wage in 1918,[1] and sex.
48 hours or under.				Over 48 under 54.		54 or over.		Not reported.		
42 under 48.		48 even.								
Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	
56	17.1	92	28.0	70	21.3	56	17.1	43	13.1	Both sexes.
56	19.2	92	31.6	70	24.1	56	19.2	6	2.1	Employed in civilian occupations.
										Weekly wage:
6	.....	17	.....	4	.....	3	.....	.....	.....	Under $10.
37	22.3	48	28.9	47	28.3	25	15.1	3	1.8	$10 under $20.
22	24.2	28	30.8	22	24.2	14	15.4	2	2.2	$10 under $15.
15	20.0	20	26.7	25	33.3	11	14.7	1	1.3	$15 under $20.
8	11.3	23	32.4	16	22.5	22	31.0	.....	.....	$20 under $30.
4	.....	16	.....	11	.....	16	.....	.....	.....	$20 under $25.
4	.....	7	.....	5	.....	6	.....	.....	.....	$25 under $30.
1	.....	2	.....	.....	.....	4	.....	.....	.....	$30 or over.
.....	.....	.....	.....	.....	.....	.....	.....	3	.....	Not all cash wage.
4	.....	2	.....	3	.....	2	.....	.....	.....	Not reported.
.....	.....	.....	.....	.....	.....	.....	.....	37	.....	Enlisted.
22	12.1	48	26.4	35	19.2	31	17.0	39	21.4	Boys.
22	15.2	48	33.1	35	24.1	31	21.4	2	1.4	Employed in civilian occupations.
										Weekly wage:
12	18.2	24	36.4	18	27.3	8	12.1	1	1.5	$10 under $20.
2	.....	6	.....	2	.....	1	.....	.....	.....	$10 under $15.
10	18.5	18	33.3	16	29.6	7	13.0	1	1.9	$15 under $20.
8	11.9	22	32.8	16	23.9	19	28.4	.....	.....	$20 under $30.
4	.....	15	.....	11	.....	13	.....	.....	.....	$20 under $25.
4	.....	7	.....	5	.....	6	.....	.....	.....	$25 under $30.
1	.....	2	.....	.....	.....	4	.....	.....	.....	$30 or over.
.....	.....	.....	.....	.....	.....	.....	.....	1	.....	Not all cash wage.
1	.....	.....	.....	1	.....	.....	.....	.....	.....	Not reported.
.....	.....	.....	.....	.....	.....	.....	.....	37	.....	Enlisted.
34	23.3	44	30.1	35	24.0	25	17.1	4	2.7	Girls.
34	23.3	44	30.1	35	24.0	25	17.1	4	2.7	Employed in civilian occupations.
										Weekly wage:
6	.....	17	.....	4	.....	3	.....	.....	.....	Under $10.
25	25.0	24	24.0	29	29.0	17	17.0	2	2.0	$10 under $20.
20	25.3	22	27.8	20	25.3	13	16.5	2	2.5	$10 under $15.
5	.....	2	.....	9	.....	4	.....	.....	.....	$15 under $20.
.....	.....	1	.....	.....	.....	3	.....	.....	.....	$20 under $30.
.....	.....	1	.....	.....	.....	3	.....	.....	.....	$20 under $25.
.....	.....	.....	.....	.....	.....	.....	.....	2	.....	Not all cash wage.
3	.....	2	.....	2	.....	2	.....	.....	.....	Not reported.

[2] Not shown where base is less than 50.

TABLE 171.—*Weekly wage in 1918, by occupation and sex;*

Occupation in 1918,[1] and sex.	All children.	Children reporting specified weekly wage in 1918.							
		Under $10.		$10 under $20.					
				Total.		$10 under $15.		$15 under $20.	
		Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]
Both sexes	328	31	9.5	166	50.6	91	27.7	75	22.9
Civilian occupations	291	31	10.7	166	57.0	91	31.3	75	25.8
Personal and domestic occupations	6	.....	.....	4	.....	4	.....	.....	.....
Factory and mechanical occupations	158	15	9.5	92	58.2	46	29.1	46	29.1
Factory operative	115	15	13.0	76	66.1	44	38.3	32	27.8
Apprentice and helper—skilled trades	43	.....	.....	16	.....	2	.....	14	.....
Clerical occupations, wrapping, selling, and delivery of goods	105	15	14.3	60	57.1	37	35.2	23	21.9
All other occupations	16	1	.....	5	.....	2	.....	3	.....
Not reported	6	.....	.....	5	.....	2	.....	3	.....
Enlisted	37	.....	.....	.....	.....	.....	.....	.....	.....
Boys	182	.....	.....	66	36.3	12	6.6	54	29.7
Civilian occupations	145	.....	.....	66	45.5	12	8.3	54	37.2
Personal and domestic occupations	3	.....	.....	2	.....	2	.....	.....	.....
Factory and mechanical occupations	72	.....	.....	32	44.4	4	5.6	28	38.9
Factory operative	30	.....	.....	17	.....	3	.....	14	.....
Apprentice and helper—skilled trades	42	.....	.....	15	.....	1	.....	14	.....
Clerical occupations, wrapping, selling, and delivery of goods	54	.....	.....	26	48.1	5	9.3	21	38.9
All other occupations	14	.....	.....	4	.....	1	.....	3	.....
Not reported	2	.....	.....	2	.....	.....	.....	2	.....
Enlisted	37	.....	.....	.....	.....	.....	.....	.....	.....
Girls	146	31	21.2	100	68.5	79	54.1	21	14.4
Civilian occupations	146	31	21.2	100	68.5	79	54.1	21	14.4
Personal and domestic occupations	3	.....	.....	2	.....	2	.....	.....	.....
Factory and mechanical occupations	86	15	17.4	60	69.8	42	48.8	18	20.9
Factory operative	85	15	17.6	59	69.4	41	48.2	18	21.2
Apprentice and helper—skilled trades	1	.....	.....	1	.....	1	.....	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	51	15	29.4	34	66.7	32	62.7	2	3.9
All other occupations	2	1	.....	1	.....	1	.....	.....	.....
Not reported	4	.....	.....	3	.....	2	.....	1	.....

[1] In 495 cases no information in regard to 1918 positions was secured.

INCREASE IN WEEKLY WAGES.

All the children who reported their weekly wages in the positions which they held on the date of the interview, or if unemployed on that date in their last positions, and who also reported their weekly wages in 1918, were earning more at the time they answered the questionnaire than when interviewed. Even considering the small wages which they were receiving at the earlier date, when they were all under 16 years of age, the amount of these increases, as shown in Table 172, is somewhat surprising. In 10 cases, or 3.4 per cent of the whole number, the increase amounted to $24 or more a week and more than one-fourth, 27.1 per cent, of all the children received increases of from $14 to $24, while over one-fifth, 21 per cent, received

children interviewed who replied to questionnaire in 1918.

Children reporting specified weekly wage in 1918.										Occupation in 1918,[1] and sex.
$20 under $30.						$30 or over.		Not all cash wage and not reported.		
Total		$20 under $25.		$25 under $30.						
Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	Number.	Per cent.[2]	
71	21.6	48	14.6	23	7.0	9	2.7	51	15.5	Both sexes.
71	24.4	48	16.5	23	7.9	9	3.1	14	4.8	Civilian occupations.
1	.....	1	.....	.....	.....	.....	.....	1	.....	Personal and domestic occupations.
39	24.7	28	17.7	11	7.0	3	1.9	9	5.7	Factory and mechanical occupations.
15	13.0	14	12.2	1	.9	1	.9	8	7.0	Factory operative.
24	.....	14	.....	10	.....	2	.....	1	.....	Apprentice and helper—skilled trades.
24	22.9	16	15.2	8	7.6	3	2.9	3	2.9	Clerical occupations, wrapping, selling, and delivery of goods.
7	.....	3	.....	4	.....	3	.....	.....	.....	All other occupations.
.....	.....	.....	.....	.....	.....	.....	.....	1	.....	Not reported.
.....	.....	.....	.....	.....	.....	.....	.....	37	.....	Enlisted.
67	36.8	44	24.2	23	12.6	9	4.9	40	22.0	Boys.
67	46.2	44	30.3	23	15.9	9	6.2	3	2.1	Civilian occupations.
1	.....	1	.....	.....	.....	.....	.....	.....	.....	Personal and domestic occupations.
35	48.6	24	33.3	11	15.3	3	4.2	2	2.8	Factory and mechanical occupations.
11	.....	10	.....	1	.....	1	.....	1	.....	Factory operative.
24	.....	14	.....	10	.....	2	.....	1	.....	Apprentice and helper—skilled trades.
24	44.4	16	29.6	8	14.8	3	5.6	1	1.9	Clerical occupations, wrapping, selling, and delivery of goods.
7	.....	3	.....	4	.....	3	.....	.....	.....	All other occupations.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Not reported.
.....	.....	.....	.....	.....	.....	.....	.....	37	.....	Enlisted.
4	2.7	4	2.7	.....	.....	.....	.....	11	7.5	Girls.
4	2.7	4	2.7	.....	.....	.....	.....	11	7.5	Civilian occupations.
.....	.....	.....	.....	.....	.....	.....	.....	1	.....	Personal and domestic occupations.
4	4.7	4	4.7	.....	.....	.....	.....	7	8.1	Factory and mechanical occupations.
4	4.7	4	4.7	.....	.....	.....	.....	7	8.2	Factory operative.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Apprentice and helper—skilled trades.
.....	.....	.....	.....	.....	.....	.....	.....	2	3.9	Clerical occupations, wrapping, selling, and delivery of goods.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	All other occupations.
.....	.....	.....	.....	.....	.....	.....	.....	1	.....	Not reported.

[2] Not shown where base is less than 50.

increases of from $10 to $14. More than one-half, 51.5 per cent, of the children, therefore, were receiving in 1918 at least $10 more in weekly wages—and many of them much more than this—than they were receiving less than three years before when interviewed in the continuation school, or, if unemployed at that time, in their last positions before the interview.

The wage increases of the boys were greater than those of the girls. None of the girls, but nearly three-tenths, 29.6 per cent, of the boys, were receiving in 1918 increases of $18 a week or more over the wages earned in their last regular positions at the time they were interviewed. Less than one-fifth, 19.2 per cent, of the girls,

as compared with considerably over four-fifths, 84.2 per cent, of the boys, were receiving in 1918 wage increases of $10 or more.

In the matter of wage increases, as well as in that of weekly wages in 1918, the children who had completed normal grades for their ages were found more frequently than the retarded children in the lower as well as in the higher groups. Table 173 shows that of the children from normal grades 6 per cent, but of those from lower grades than normal only 1.1 per cent received in 1918 less than $4 more a week than they did when they were interviewed. Moreover, the proportion of normal children whose increases in weekly wages ranged from $4 to $14 was slightly higher, 59.3 per cent, than the proportion, 56.7 per cent, of retarded children, while the proportion of retarded children whose increases ranged from $14 to $24 was considerably higher, 30 per cent as compared with 23.3 per cent, than the proportion of normal children. Nevertheless, the percentages of children from normal grades were higher than those of retarded children in each wage increase class above $20. Over one-tenth, 10.6 per cent, of the children who on leaving school had completed normal grades for their ages, and little more than one-twentieth, 5.5 per cent, of those who had completed lower grades than normal for their ages, received as much as $20 more in weekly wages than they were receiving at the time of the interview or in the last positions they held before the interview. Of the 10 children whose wages had increased $24 or more, 8 were from normal grades and 2 were retarded.

TABLE 172.—*Change in weekly wage from last scheduled position to position held in 1918, by sex; children interviewed who replied to questionnaire in 1918.*

Change in weekly wage in 1918.[1]	All children.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
All children	328	.....	182	.....	146	.....
Employed in civilian occupations	291	100.0	145	100.0	146	100.0
Increase in weekly wage [2]	266	91.4	137	94.5	129	88.4
Under $4	11	3.8	.....	.....	11	7.5
$4 under $14	166	57.0	56	38.6	110	75.3
$4 under $6	43	14.8	.....	.....	43	29.5
$6 under $8	41	14.1	7	4.8	34	23.3
$8 under $10	21	7.2	8	5.5	13	8.9
$10 under $12	34	11.7	18	12.4	16	11.0
$12 under $14	27	9.3	23	15.9	4	2.7
$14 under $24	79	27.1	71	49.0	8	5.5
$14 under $16	30	10.3	24	16.6	6	4.1
$16 under $18	16	5.5	14	9.7	2	1.4
$18 under $20	17	5.8	17	11.7	.....	.....
$20 under $22	9	3.1	9	6.2	.....	.....
$22 under $24	7	2.4	7	4.8	.....	.....
$24 or over	10	3.4	10	6.9	.....	.....
Not reported	25	8.6	8	5.5	17	11.6
Enlisted (wages not comparable)	37	.....	37	.....	.....	.....

[1] In 495 cases no information in regard to 1918 position was secured.
[2] Increase over wage in last regular position before date of interview.

As in the case of actual weekly wages in 1918, the differences in wage increases are probably due primarily, if not entirely, to differences in the choice of occupations between the children from normal grades and the retarded children. The latter group, which contained a larger proportion of foreign-born children and children of foreign extraction than the former, tended more frequently to work in factory and mechanical occupations where the positions open to young people carried higher wages, perhaps owing in part to war production, than did the positions open to them in clerical occupations, wrapping, selling, and delivery of goods.

TABLE 173.—*Change in weekly wage from last scheduled position to position held in 1918, by retardation; children interviewed who replied to questionnaire in 1918.*

Change in weekly wage in 1918.[1]	Children who, on leaving school, had completed, for their ages—									
	A higher grade than normal.		A normal grade		A lower grade than normal.					
					Total.		One or two grades lower than normal.		Three or more grades lower than normal.	
	Number.	Per cent distribution.[2]	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.[2]
All children[1]	59	.....	170	.....	97	.....	87	.....	10	.....
Employed in civilian occupations	49	100.0	150	100.0	90	100.0	80	100.0	10	100.0
Increase in weekly wage:[3]										
Under $4	1	.....	9	6.0	1	1.1	.....	.....	1	.....
$4 under $14	24	.....	89	59.3	51	56.7	46	57.5	5	.....
$4 under $6	5	.....	25	16.7	13	14.4	12	15.0	1	.....
$6 under $8	5	.....	24	16.0	12	13.3	10	12.5	2	.....
$8 under $10	2	.....	12	8.0	7	7.8	6	7.5	1	.....
$10 under $12	8	.....	12	8.0	13	14.4	12	15.0	1	.....
$12 under $14	4	.....	16	10.7	6	6.7	6	7.5	.....	.....
$14 under $24	17	.....	35	23.3	27	30.0	23	28.8	4	.....
$14 under $16	8	.....	12	8.0	10	11.1	9	11.3	1	.....
$16 under $18	2	.....	8	5.3	6	6.7	5	6.3	1	.....
$18 under $20	2	.....	7	4.7	8	8.9	7	8.8	1	.....
$20 under $22	2	.....	5	3.3	2	2.2	1	1.3	1	.....
$22 under $24	3	.....	3	2.0	1	1.1	1	1.3	.....	.....
$24 or over	.....	.....	8	5.3	2	2.2	2	2.5	.....	.....
Not reported	7	.....	9	6.0	9	10.0	9	11.3	.....	.....
Enlisted	10	.....	20	.....	7	.....	7	.....	.....	.....

[1] In 495 cases no information in regard to 1918 position was secured.
[2] Rate not shown where base is less than 50.
[3] Increase over wage in last regular position before date of interview.

APPENDIXES.

APPENDIX I. TABLES.

TABLE I.—*Occupation, by sex; comparison of positions held by children interviewed, with those held by children in Boston continuation school and by children issued certificates in four cities.*

Occupation.	Positions held by—											
	Children issued certificates.						Children in Boston continuation school.			Children interviewed (Boston).		
	All cities.			Boston.								
	Both sexes.	Boys.	Girls.	Both sexes.	Boys.	Girls.	Both sexes.	Boys.	Girls.	Both sexes.	Boys.	Girls.
All occupations	8,146	4,602	3,544	6,416	3,568	2,848	7,381	4,134	3,247	1,943	1,093	850
Personal and domestic occupations	242	103	139	195	79	116	202	86	116	89	38	51
Personal service (other than servants in the home)	162	96	66	124	72	52	121	79	42	46	35	11
House and home work	80	7	73	71	7	64	81	7	74	43	3	40
Factory and mechanical occupations	2,685	951	1,734	2,154	732	1,422	2,296	700	1,596	588	165	423
Factory operative	2,477	765	1,712	1,990	587	1,403	2,143	564	1,579	563	140	423
Shoe factory	722	244	478	670	224	446	744	227	517	199	69	130
Clothing factory and other needle trades	476	27	449	439	25	414	533	23	510	185	8	177
Textile mill	246	72	174	227	69	158	239	72	167	53	22	31
Candy factory	69	18	51	50	12	38	49	9	40	19	.....	19
Other factory	964	404	560	604	257	347	578	233	345	107	41	66
Apprentice and helper—skilled trades	208	186	22	164	145	19	153	136	17	25	25	.....
Clerical occupations, wrapping, selling, and delivery of goods	5,170	3,506	1,664	4,032	2,727	1,305	4,854	3,322	1,532	1,248	872	376
Office work	596	433	163	476	342	134	440	321	119	101	73	28
Cash and messenger work — department store	1,011	397	614	897	343	554	1,053	294	759	213	55	158
Packing, wrapping, labeling, and shipping room work	551	110	441	310	73	237	323	63	260	104	34	70
Selling	338	187	151	254	136	118	213	105	108	76	43	33
Messenger work, errand and delivery	2,674	2,379	295	2,095	1,833	262	2,825	2,539	286	754	667	87
All other occupations	38	35	3	29	26	3	26	24	2	17	17	.....
Not reported	11	7	4	6	4	2	3	2	1	1	1	.....

TABLE II.—*Occupation first entered, country of birth, and sex; children issued certificates in four cities.*

Occupation first entered, and sex.	Children.							
	Total.	Country of birth.						
		United States.	Foreign countries.					
			Total.	Russia.	Italy.	England and Wales.	British North America.	Other.
All children	[1] 5,692	4,646	1,044	349	323	111	96	165
Personal and domestic occupations	159	114	45	5	29	1	5	5
Personal service (other than servants in the home)	107	71	36	2	28	1	1	4
House and home work	52	43	9	3	1	.....	4	1
Factory and mechanical occupations	1,585	1,208	377	117	149	31	27	53
Factory operative	1,463	1,117	346	104	140	25	27	50
Shoe factory	422	348	74	23	28	8	8	7
Clothing factory and other needle trades	282	172	110	32	57	4	3	14
Textile mill	135	94	41	14	13	4	3	7
Candy factory	31	24	7	.....	3	.....	1	3
Other factory	593	479	114	35	39	9	12	19
Apprentice and helper—skilled trades	122	91	31	13	9	6	.....	3
Clerical occupations, wrapping, selling, and delivery of goods	3,922	3,304	616	227	140	79	64	106
Office work	404	354	50	23	5	7	7	8
Cash and messenger work—department store	751	668	82	24	8	20	13	17
Packing, wrapping, labeling, and shipping-room work	347	268	79	41	15	7	2	14
Selling	252	174	78	30	36	3	2	7
Messenger work, errand and delivery	2,168	1,840	327	109	76	42	40	60
All other occupations	23	17	6	.....	5	.....	.....	1
Not reported	3	3	.....	.....	.....	.....	.....	.....
Boys	[1] 3,419	2,860	557	170	174	74	52	87
Personal and domestic occupations	67	39	28	1	21	1	1	4
Personal service (other than servants in the home)	64	36	28	1	21	1	1	4
House and home work	3	3	.....	.....	.....	.....	.....	.....
Factory and mechanical occupations	551	433	118	33	54	12	5	14
Factory operative	440	352	88	21	45	6	5	11
Shoe factory	131	107	24	5	15	1	1	2
Clothing factory and other needle trades	11	7	4	1	3	.....	.....	.....
Textile mill	49	38	11	.....	8	1	.....	2
Candy factory	9	8	1	.....	.....	.....	.....	1
Other factory	240	192	48	15	19	4	4	6
Apprentice and helper—skilled trades	111	81	30	12	9	6	.....	3
Clerical occupations, wrapping, selling, and delivery of goods	2,779	2,371	406	136	95	61	46	68
Office work	287	256	31	13	2	5	5	6
Cash and messenger work—department store	271	243	27	7	1	11	2	6
Packing, wrapping, labeling, and shipping-room work	60	48	12	7	3	1	.....	1
Selling	135	100	35	8	23	3	.....	1
Messenger work, errand and delivery	2,026	1,724	301	101	66	41	39	54
All other occupations	20	15	5	.....	4	.....	.....	1
Not reported	2	2	.....	.....	.....	.....	.....	.....

[1] Includes two boys, one of whom was engaged in cash and messenger work—department store—and one in messenger work, etc., whose nativity was not reported.

TABLE II.—*Occupation first entered, country of birth, and sex; children issued certificates in four cities*—Concluded.

Occupation first entered, and sex.	Children.							
	Total.	Country of birth.						
		United States.	Foreign countries.					
			Total.	Russia.	Italy.	England and Wales.	British North America.	Other.
Girls	2,273	1,786	487	179	149	37	44	78
Personal and domestic occupations	92	75	17	4	8	.....	4	1
Personal service (other than servants in the home)	43	35	8	1	7	.....	.....	.....
House and home work	49	40	9	3	1	.....	4	1
Factory and mechanical occupations	1,034	775	259	84	95	19	22	39
Factory operative	1,023	765	258	83	95	19	22	39
Shoe factory	291	241	50	18	13	7	7	5
Clothing factory and other needle trades	271	165	106	31	54	4	3	14
Textile mill	86	56	30	14	5	3	3	5
Candy factory	22	16	6	.....	3	.....	1	2
Other factory	353	287	66	20	20	5	8	13
Apprentice and helper—skilled trades	11	10	1	1	.....	.....	.....	.....
Clerical occupations, wrapping, selling, and delivery of goods	1,143	933	210	91	45	18	18	38
Office work	117	98	19	10	3	2	2	2
Cash and messenger work—department store	480	425	55	17	7	9	11	11
Packing, wrapping, labeling, and shipping-room work	287	220	67	34	12	6	2	13
Selling	117	74	43	22	13	.....	2	6
Messenger work, errand and delivery	142	116	26	8	10	1	1	6
All other occupations	3	2	1	.....	1	.....	.....	.....
Not reported	1	1	.....	.....	.....	.....	.....	.....

TABLE III.—*Duration of first regular position, by termination, and by sex of child; children interviewed.*

Time employed in first regular position.	First regular position terminated.						First regular position not terminated.					
	Both sexes.		Boys.		Girls.		Both sexes.		Boys.		Girls.	
	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.	Number.	Per cent distribution.
Total	552	100.0	315	100.0	237	100.0	271	100.0	162	100.0	109	100.0
Under 3 months	295	53.4	153	48.6	142	59.9	6	2.2	3	1.9	3	2.8
Under 1 week	42	7.6	12	3.8	30	12.7	.....	.....	.....	.....	.....	.....
1 week under 1 month	129	23.4	64	20.3	65	27.4	1	.4	.....	.....	1	.9
1 month under 2 months	69	12.5	40	12.7	29	12.2	1	.4	.....	.....	1	.9
2 months under 3 months	55	10.0	37	11.7	18	7.6	4	1.5	3	1.9	1	.9
3 months under 6 months	139	25.2	82	26.0	57	24.0	6	2.2	2	1.2	4	3.7
6 months under 12 months	91	16.5	64	20.3	27	11.4	80	29.5	53	32.7	27	24.8
6 months under 9 months	54	9.8	36	11.4	18	7.6	35	12.9	24	14.8	11	10.1
9 months under 12 months	37	6.7	28	8.9	9	3.8	45	16.6	29	17.9	16	14.7
12 months under 24 months	27	4.9	16	5.1	11	4.7	179	66.1	104	64.2	75	68.8
12 months under 18 months	22	4.0	12	3.8	10	4.2	117	43.2	70	43.2	47	43.1
18 months under 24 months	5	.9	4	1.3	1	.4	62	22.9	34	21.0	28	25.7

APPENDIX II. METHODS OF CLASSIFICATION USED IN TABULATION.

DIAGRAM SHOWING SCALE USED IN DETERMINING RETARDATION.

<table>
<tr><th rowspan="2">Grade completed.</th><th colspan="6">Age at leaving school.</th></tr>
<tr><th>11 years.</th><th>12 years.</th><th>13 years.</th><th>14 years.</th><th>15 years.</th><th>16 years.</th></tr>
<tr><td>Third.</td><td>Retarded 1 year.</td><td rowspan="2">Retarded 1 or 2 years.</td><td>Retarded 3 years or more.</td><td rowspan="2">Retarded 3 years or more.</td><td rowspan="3">Retarded 3 years or more.</td><td rowspan="4">Retarded 3 years or more.</td></tr>
<tr><td>Fourth.</td><td rowspan="2">Normal.</td><td rowspan="2">Retarded 1 or 2 years.</td></tr>
<tr><td>Fifth.</td><td rowspan="2">Normal.</td><td rowspan="2">Retarded 1 or 2 years.</td></tr>
<tr><td>Sixth.</td><td rowspan="6">In advance of normal grade.</td><td rowspan="2">Normal.</td><td rowspan="2">Retarded 1 or 2 years.</td></tr>
<tr><td>Seventh.</td><td rowspan="5">In advance of normal grade.</td><td rowspan="2">Normal.</td><td rowspan="2">Retarded 1 or 2 years.</td></tr>
<tr><td>Eighth.</td><td rowspan="4">In advance of normal grade.</td><td rowspan="3">Normal.</td><td rowspan="3">Normal.</td></tr>
<tr><td>High first.</td><td rowspan="3">In advance of normal grade.</td><td rowspan="3">In advance of normal grade.</td></tr>
<tr><td>High second.</td><td rowspan="2">In advance of normal grade.</td></tr>
<tr><td>High third and fourth.</td><td>In advance of normal grade.</td></tr>
</table>

OCCUPATION CLASSIFICATION USED IN TABULATION.

Personal and domestic occupations:

- Personal service, other than servants in the home. (Includes bootblacks, hotel servants, laundry workers, barbers' helpers, caddies, janitors, bathhouse workers, etc.).
- House and home work. (Includes domestic servants in private families, nurse girls, etc.).

Factory and mechanical occupations:

- Factory operative—
  - Shoe factory. (Includes assemblers, sole catchers, cementers, dinkers, pattern makers, pressers, stitchers, taggers, etc.).
  - Clothing factory and other needle trades. (Includes dressmakers' and milliners' apprentices and helpers, and also stitchers, finishers, buttonholers, machine operators, and folders in clothing and other needle trades.
  - Textile mill. (Includes doffers, loopers, tubemakers, spinners, color setters, back boys, sweepers, etc.).
  - Candy factory.
  - Other factory.
- Apprentice and helper—skilled trades. (Includes apprentices and helpers to carpenters, plumbers, engravers, gasfitters, upholsterers, coopers, cobblers, jewelers, machinists, tinsmiths, printers, paperhangers, electricians, roofers, typesetters, etc.; excludes children in any industry who seemed to be doing odd jobs rather than learning a trade.)

Clerical occupations, wrapping, selling, and delivery of goods:

- Office work. (Includes bookkeepers, filers, cashiers—not in department stores—and clerical workers.)
- Cash and messenger work—department store. (Includes examiners, checkers, bundle wrappers, messengers, stock boys or girls, etc.).
- Packing, wrapping, labeling, and shipping room work. (Excludes bundle wrappers in department stores, classified above.)
- Selling. (Includes newsboys, as well as sales boys and girls in all stores.)
- Messenger work, errands, and delivery. (Includes all errands not in department stores, delivery and order boys, messengers, water boys, etc.)

All other occupations.

APPENDIX III. SPECIAL STUDIES.

SPECIAL HOME PERMITS.

The Massachusetts law requires every child between 14 and 16 years of age to attend school unless he has received an employment certificate and is regularly employed for at least 6 hours a day or has the "written permission of the superintendent of schools * * * to engage in profitable employment at home." [1] This "written permission" is the basis for the special home permit, in form much like an employment or educational certificate, which has been prepared by the State board of labor and industries.

At the time of this study in order to obtain such a permit the child had to come to the certificate-issuing office and bring with him a school-record card and evidence of age. The school-record card had to show that the child possessed such ability to read, write, and spell in English as was required for completion of the fourth grade,[2] but not necessarily that he had attended school for 130 days after becoming 13 years of age. The evidence of age required was usually the same as for an employment certificate. If these documents were satisfactory, the issuing officer partly filled out the special home permit form, and the child signed it. It was then given to the attendance officer of the district in which the child lived. The attendance officer made an investigation at the child's home and, if he was satisfied that the permit should be granted, entered on the permit the reason for its issue, and signed the certification that, having made an investigation, he had found the facts claimed as the reason for issue true to the best of his knowledge and belief. The permit was then returned to the office of the superintendent of schools for his stamped signature, after which the attendance officer took it to the child's home.

While the State board of labor and industries had no power to fix a minimum standard for "profitable employment at home," it had ruled that such employment would include any work, such as farm or house work, for which the parents would ordinarily be obliged to pay if it were not done by the children, regardless of whether or not the children received any remuneration.

In Boston, at the time of this study, it was not necessary for a parent to prove that there was any actual need of a child's services before the child could secure a special home permit. It was thought

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[1] There is a further exception of a child whose physical or mental condition makes attendance unexpedient or impracticable, or who is being otherwise instructed in a manner approved in advance by the superintendent of schools or the school committee. (Revised Laws, 1902, ch. 44, sec. 1, as amended by acts of 1913, ch. 719, sec. 1, and by acts of 1915, ch. 81, sec. 1.)

[2] This requirement was changed by acts of 1921, ch. 463, to completion of the sixth grade.

that, if the child was over 14 and possessed the requisite educational requirements, there was no authority for keeping him or her in school. Most of these permits are issued to girls, and parents often consider it best for a girl who is discontented with school to stay at home and learn cooking and dressmaking from her mother.

Sometimes, however, children secured special home permits merely to enable them to stay out of school until they were able to find work, or to allow them to look for work while they were unemployed.

In connection with obtaining schedules for employed children in Boston it was thought desirable to visit a number of children to whom special home permits had been issued, so as to include in the study all types of children released from school for work of any kind, whether at home or in industry.

One hundred and eighteen children were interviewed, all of them between 14 and 16 years of age, who had secured home permits during approximately the same period as that during which the children interviewed in the continuation school had obtained employment certificates. All but one of them were girls.

A considerable amount of data was secured for these children concerning age, education, nationality, family relationships, and industrial and other history since leaving school; but, on account of the small number of schedules obtained, a detailed comparison of this group with the group of employed children interviewed was found to be impracticable.

The significant fact revealed by these histories relates primarily to the problem of law administration. Of the 118 children interviewed, 56 had not been employed during any part of the period since receiving home permits. Forty-two, however, had worked at some time during this period. Of these, 20, or nearly half, at some period after they had secured home permits, had worked illegally—that is, without securing employment certificates. Four children had been thus illegally employed in two positions and one in three positions. The significance of these figures lies in their revelation of the probability of the use of the home permit as a cloak for illegal employment, particularly if it is issued when there is no definite need of the child's help in the home or if careful supervision is not given afterwards. Only 26 children received even one visit from an attendance officer after the permit was issued, and only three received as many as two visits. Obviously, the need for the child's services might be urgent at the time the permit was issued, but cease within a few weeks or months; yet if the school authorities do not keep in touch with the child he is left to his own devices, to enter employment without the safeguards which the law purports to throw around him, perhaps under the plea that "he did not know that he had to get a certificate," or to idle away the time which the law intends he should spend in school.

Child.	Number of position.	How found.	Reason for choice.	Industry	Occupation.	Time employed.	Weekly wage.	Reason for leaving.	Unemployment after—	How time unemployed was spent.	Child's comment.	Later history (December, 1918).
					Positions.							
	4	Through customer of former employer	Liked it sew	Dressmaking	Errands. (She did not get certificate until 6½ months after beginning work. Hours illegal, 8½ a day, 51 per week, often required to work longer hours, running errands until 7 p. m.)	2 weeks	$4.50					
Girl, native born of Irish parents. Became 14, Jan. 27, 1914, left school, Feb. 16, 1914, took first regular position, Feb. 28, 1914. *Education:* Completed eighth grade; continuation-school training, typewriting and English, 2 months; regular course, 4 months; other schooling after going to work—high-school commercial course, 5 months; evening school, 3 months' typewriting and photography.	1	Through Sunday-school teacher	None	Lyceum bureau	Errands and plain sewing. (Illegality same as in preceding occupation.)	1 year 4½ months	$4.50; $5	Still employed			Likes office work better than any other work she has had. Is going to night school as soon as she is able and work toward office job as soon as possible.	Employed as a sales girl in retail dry-goods store at a weekly wage of $9, working 48 hours per week.
	2	Through friend	Wanted the experience and some spending money	Department store	Office work. (Certificate required by law, but none obtained.)	5 months	$4	Work grew slack	2 months	Helping mother, who was not well.		
	3	Through friend	Needed some kind of work	Charitable organization	Bundle girl	1 week	$4	Work temporary (sale)	do	Looking for work		
	4	Placement bureau	There was nothing else	Novelty shop	Sewing	1 month	$4, $5, $6, $4.50	Place closed	2 weeks	do		
	5	Through former employer	do	Plaiting	Pressing. (Hours illegal, ½ per day and 49½ per week.)	1 week	$4	Iron too heavy, standing all day too hard	3 days	do		
	6	Through friend	Only thing she knew of	Domestic service	Sewing	2 weeks	$5, $4	Wanted woman to run machine	3½ months	Helping at home		
	7	do	There was nothing else	Dry-goods store	Housework. (Worked 4 hours per day.)	1 week	$5.60	Work temporary	1 month	Not reported		
					Errands in stock department	3½ months	$3.50	Still employed				

CASE STUDIES OF CHILDREN CLASSIFIED AS "UNSTEADY WORKERS"—CLASS D.

[Children who held on an average one position within each period of three months or less of their industrial history.]

Child.	Number of position.	How found.	Reason for choice.	Industry	Occupation.	Time employed.	Weekly wage.	Reason for leaving.	Unemployment after—	How time unemployed was spent.	Child's comment.	Later history (December, 1918).
Boy, native born of English-Canadian father and English mother. Became 14, Aug. 27, 1914, left school, June 16, 1914; took first regular position, Sept. 20, 1914. *Education:* Completed eighth grade; continuation school training, carpentry, 11½ months.	1	Through friend	Not reported	Wholesale florist	Office boy	1 month	$4.50	Employer would not let him go to the continuation school.	1 month	Looking for work and at home.	In first, second, and fifth positions there was a chance to learn the business, but none in the other jobs. Liked first position best, because it was most interesting. When 19, he will try to get into the wholesale wool business. Thinks there is a good opening there because he knows some boys who started there as errand boys and are now traveling salesmen.	Not reported.
	2	do	Liked the work	Florist	Errands	3 months	$4, $4.50	Got job with sister	3 days	At home		
	3	do	To be with sister	Domestic service	General outside work	do	$4 and board and room	"Too dead out there—no boys."	3 weeks	At camp and at home		
	4	Through mother	Only job he could get	do	Washing windows	4 days	$12 [2]	Finished work	4 days	Loafing		
	5	Offered to him	Liked the work	Florist	Errands	2 months	$4, $4.50; $5	"Too wet there"	9 days	At home		
	6	Applied	No references required	Telegraph company	Messenger. (Hours illegal, over 8 hours per day; exact time not reported, 3 days per week and 51 hours per week.)	5 days	$4.60	Mother did not want him to work there.	18 days	Looking for work		
Boy, native born of English parents. Became 14, Sept. 1, 1914, left school, Nov. 24, 1914, took first regular position, Nov. 24, 1914. *Education:* Completed fifth grade, continuation-school training, 10 months (type of school work not reported). *Work before leaving school:* Worked 3 years of age, he worked in retail milk industry as helper on team after school and 2 hours Saturday (9½ hours per week) for 1 month, receiving a weekly wage of $2.	1	Offered to him	Knew the work, having lived on farm.	Retail milk dealer	Milkman's helper. (Certificate required by law, but none obtained. Hours illegal, 49 per week, 7 days per week, and from 1 a. m. to 8 a. m.)	3 weeks	$4.50 plus meals	Business was sold out	None		Liked dairy and shoe factory work best and will probably do both kinds in season. Does not know which will become his life work. In shoe factory there is a chance to learn a trade for which he can earn a fair wage, and the dairy business in connection with farming would give him a good living. He is going to his father's farm in the summer.	Do.
	2	Applied	None	Retail grocery store	Order boy. (Hours illegal, 12 hours and up to 10 p. m. on Saturdays.)	1 month	$6	Business failed	do			
	3	Offered to him	Knew and liked the work	Retail milk dealer	Milkman's helper. (He did not get certificate until 3 weeks after beginning work. Hours illegal, 49 per week, 7 days per week, and from 1 a. m. to 8 a. m.)	7 months	$4.50 plus meals	Business was sold out	1 month	Looking for work		
	4	Through father, who worked there.	None	Construction company	Tool boy. (Hours excessive, but not called illegal because work was not in Massachusetts. Regular hours were 10 per day and 60 per week and half the time he worked 70 hours per week.)	2½ months	$12	Temporary position	1½ months	Not reported		
	5	Applied	do	Shoe manufacturing	Dicker	3 weeks	$3.50 [2]	Dissatisfied with amount paid.	1 week	Looking for work		
	6	do	do	do	do	do	$6.50 [2]	Still employed				
Boy, native born of Italian parents. Became 14, Nov. 25, 1914, left school, May 7, 1915; took first regular position, May 11, 1915. *Education:* Completed fifth grade, continuation-school training—general improvement course, 5 months.	1	Through brother-in-law	do	Paper-box factory	Folding boxes. (Hours illegal—8½ per day and 49½ per week.)	do	$5	Laid off because of slack work	1 week	Looking for work	Prefers present position because he can learn a good trade in work that he enjoys and respects. Expects to remain. Unable to discuss processes but is intelligent in his ideas of shoe manufacture.	Employed as general helper in spool manufacturing establishment at a weekly wage of $16 working 48 hours per week.
	2	do	do	Picture-frame manufacturing	Washing glass	do	$5	Laid off because of slack work	1 day	do		
	3	Through friend	do	Raincoat manufacturing	Helper. (He did not get certificate until 2½ months after beginning work. Hours illegal—9½ per day and 52 per week.)	3½ months	$5	Laid off—no work	2½ months	do		
	4	do	do	Shoe manufacturing	Sole stitching. (He did not get certificate until 2 months after beginning work.)	2½ months	$5	Still employed				
Boy, native born of native parents. Became 14, Mar. 23, 1914, left school, Dec. 7, 1914, took first regular position, Dec. 8, 1914. *Education.* Completed eighth grade, continuation-school training—typewriting and salesmanship, 5½ months, bookkeeping, 3½ months. *Work before leaving school.* At the age of 13 he worked as helper at a candy stand on Sundays during the summer vacation, 6½ to 7½ hours per week, weekly wage $1.50. During the summer vacation when he became 14 he worked as messenger for a brokerage and banking firm for 2½ months, earning a weekly wage of $4.	1	Had worked there	do	Bankers and brokers	Messenger	2½ months	$4				In first, second, and third positions no boy could advance "unless he had a college education." Employer in brush factory took him on with the understanding that he should go into factory and work up to be a salesman. Later the manager told him that he would never get into the sales department, and with this hope of advancement gone he left. Wishes to do office work and thinks he will stay in present position. Hopes he can become a salesman here.	In United States Army, in France.
	2	Answered advertisement	do	Advertising novelties	Stock boy	3 weeks	$4	Laid off	5 days	At home		
	3	Through continuation school	do	Brush manufacturing	Multigraph operator	2 weeks	$5	Firm moved	1½ weeks	do		
					Rubber setter	2 months	$6					
	4	Returned to former employer.	Hope of advancement	do	Carpenter's assistant	1 month	$6	Work too skilled for him	1½ months	At home		
					Oyer's assistant	3 days	$6.50					
					Washer	3 weeks	$6.50					
					Assistant weigher	2 months	$6.50	No prospect of advancement; workers were "rough."	3 days	At home		
	5	Mercantile employment bureau	None	Silk manufacturing	Assistant bookkeeper	1 week	$6	Still employed				

[2] Piecework.

Case studies of children classified as "unsteady workers"—Class D—Concluded.

Child.	Number of position.	How found.	Reason for choice.	Industry	Positions: Occupation.	Time employed.	Weekly wage.	Reason for leaving.	Unemployment after—	How time unemployed was spent.	Child's comment.	Later history (December, 1918).
Boy, born in Italy of Italian parents. Became 14, Aug. 14, 1914; left school, June 16, 1916; took first regular position, June 17, 1914. *Education.* Completed fifth grade; continuation-school training—salesmanship, 3 months. Work *before leaving school.* Beginning when about 9 years of age he sold newspapers after school, Saturdays, and Sundays, and irregularly during vacations, for two years, averaging $1.50 per week. He continued selling papers for 3 more years, supplementing this work by shining shoes, and averaged from $2.50 to $3.50 per week	1	Not reported	Not reported	Street trades	Shining shoes and selling papers	10 months (Worked irregularly.)	$2.50	Not reported	2½ months	Not reported	No preference among positions because they were all "no good." Has asked to be transferred to electrical course in continuation school because he would like to be an electrician. No chance in any of his positions to get ahead except in the tailoring establishment, where he would have liked to become a designer. Does not like hard jobs, where he has to carry heavy bundles. Would like something easy.	Employed as boilermaker's helper in boilermaking establishment at a weekly wage of $23, working 50 hours per week.
	2	Employment bureau	None	Blueprinting	Errands	1 month	$4	Discharged	None			
	3	Through friend	do	Truck farming	Farm hand. (Hours excessive but not illegal because in occupation not covered by law. Hours were 11½ per day, 79½ per week.)	1 week	$6.60	"Too hard—had to get up at 4." Was also blamed for taking eggs.	do			
	4	Not reported	do	Shoe shining on excursion boat	Shining shoes	2 weeks	$5.9	No more work	do			
	5	do	do	Tailor	Errands. (Certificate required by law but none obtained. Hours illegal—9 per day and 54 per week.)	1½ months	$4	Dispute with employer	do			
	6	do	do	Messenger company	Messenger	1½ months	$5	Too much walking	1 week	Looking for work		
	7	do	do	Raincoat manufacturing	Slapper's helper	3 days	$4	Still employed				
Girl, native born of Irish parents. Became 14, Aug. 24, 1914; left school, Apr. 26, 1915; took first regular position, Apr. 26, 1915. *Education.* Completed eighth grade, continuation-school training—general improvement course, 2 months, typewriting, 3 months.	1	Through charitable organization	Only job she could get	Domestic service	Nurse girl and light housework. (Hours excessive but not illegal because in occupation not covered by law. Hours were over 10 per day and over 54 per week—exact time not reported—and up to 8 p. m.)	3 months	$1.50 plus room and board	Too much work	2 months	Helping at home and looking for work	Disliked domestic work because it was so hard and there was no chance to advance. In present position could learn machine operating but is afraid of accidents. Hopes to become a typist and is learning typewriting at continuation school.	Employed at cutting suspenders (hand work) in a suspender manufacturing establishment at a weekly wage of $10 working 50 hours per week.
	2	do	None	do	Facing buttonholes	3½ weeks	do	No longer needed	None			
	3	Applied	do	Suspender manufacturing	Facing buttonholes	1½ months	$3.60	Still employed				
Girl, native born of Italian parents. Became 14, Apr. 21, 1915; left school, Apr. 27, 1915; took first regular position, Apr. 28, 1915. *Education.* Completed sixth grade; continuation-school training—typewriting, 3 months; cooking, 4 months.	1	Through mother	Thought she would have time to study.	Physician's office	Office girl. (Hours illegal—only 5 per day, whereas law requires minimum of 6 hours per day if child leaves school to go to work.)	3½ months	$5	Employer had friend who would work for nothing.	1 month	Helping at home	No chance for advancement in first position. Knows processes in industry in which she is employed at present and likes it better than office work "because you are kept busy and don't have so much time to get tired in." Probably has a chance to become forelady. Expects to stay in present occupation.	Married and not employed. Last position held—employed in bag-manufacturing establishment, sewing bags by power machine, at a weekly wage of $10, working 54 hours per week.
	2	do	Only job she could get	Candy manufacturing	Wrapper	3 weeks	$1.55	Laid off because too young	½ weeks	do		
	3	Through friend	Friend's suggestion	Cloth bag and sack manufacturing	Mending bags (power machine	1 week	$5					
					Sewing bags (power machine	2½ months	$5	Still employed				
Girl, born in Italy of Italian parents. Became 14, June 15, 1914; left school, June 16, 1914; took first regular position, June 18, 1914. *Education.* Completed fifth grade, continuation-school training—dressmaking, 7 months.	1	Applied	None	Knitting mill	Topping hosiery	5 days	$1	Work caused eyestrain	1 week	At home	Liked sixth position best because she enjoyed selling and was getting a commission besides salary. Does not like present work and will stay only until she gets something better. May try for a place in the telephone office when she is old enough. Expects to attend night school when she becomes 16.	Not reported.
	2	Through father	do	Men's clothing manufacturing	Sewing tickets and labels on clothing	4 days	$1.20	Pay too small	½ weeks	do		
	3	Through employment bureau	do	Children's dress manufacturing	Stitching	1½ months	$5	No more work	2 weeks	do		
	4	Through placement bureau	do	Department store	Messenger	2 weeks	$4	Work temporary (sale)	4 days	do		
	5	do	do	Silk and worsted trimmings manufacturing	Hand sewing	1 month	$1.50	Illness of mother	1 year 3½ months	At home on home permit.		
	6	Applied	do	Men's neckwear wholesale company	Parking ties	1 week	$4					
					Sale girl. (Hours illegal—9½ per day and 57 per week and up to 7 p. m.)	do	$4 plus commission					
					Telephone operator and sewing labels. (Hours illegal—8½ per day and 52½ per week.)	2 weeks	$4	"Lockout" because girls objected to cut lunch period.	None			
	7	do	do	Small leather goods manufacturing	Plating	3 days	$4.50	Still employed				
Girl, native born of native parents. Became 14, Apr. 21, 1914; left school, May 1, 1914; took first position, May 2, 1914. *Education.* Completed sixth grade; continuation-school training—dressmaking, 9 months; bookkeeping, 7 months.	1	do	do	Shoe manufacturing	Presser	1 month	$4	Didn't like work and hoped to get another position with more pay.	1 week	Looking for work	Likes office work best because it is clean and not hard like factory work, but there is no chance for promotion. Her mother insisted on sending her to the shoe factory so often because postal cards came promising attractive work at good pay. At first the girls are paid $4 a week in the factory and then put on piecework. Out of the original $4 they must pay for pencils, books, hammers, etc. At piecework, by working her hardest, she rarely made over $7.50 a week. By the time the girl had paid fines for lost or damaged work and her carfare she had nothing left to take home. Hopes that after she graduates from night school she may get a better job.	Do.
	2	Through mother	do	do	Stayer. (Certificate issued for button sewer, not for stayer.)	2½ months	$2.8 $1.8	Work too hard	1 month	do		
	3	Through friend	do	Calendar and album manufacturing	Tying ribbons and sorting	1½ months	$4	Employer would not let her go to continuation school.	None			
	4	Offered to her	do	Shoe manufacturing	Presser	2½ weeks	$2.50	Did not like the place	1 week	Looking for work		
	5	do	do	do	Cementer	3 weeks	$2.50	Pay too small	3 months	do		
	6	Through brother	do	Plumber's shop	Office girl	3½ months	$3.50	Boy employed in her place	4 days	do		
	7	Through father	do	Baggage express	do	3 weeks	$4	Wanted to get better positions.	2 months	do		
								Still employed				
Girl, native born of French-Canadian parents. Became 14, Oct. 3, 1914; left school, Oct. 23, 1914; took first regular position, Dec. 11, 1914. *Education.* Completed seventh grade, continuation-school training—entrance class, 3 months; power machine class, 12 months.	1	Offered to her	Had worked there before.	Plumber's shop	do	5½ months	$4				Liked stock work best because it required no fixed posture and because it was clean, easy work. She enjoyed handling the pretty garments. Would like to get a good position of that kind. Does not care for work she has now and sees no future in it. Expect to go to night school to graduate.	Employed in rubber goods manufacturing establishment as piecework on hooking machine at an average weekly wage of $21.50, working 54 hours per week.
	2	Applied	None	Department store	Messenger	2 weeks	$3.50	No more work	3½ weeks	At home		
	3	do	do	do	Stock girl in children's department	4 days	$1.50	Work temporary (sale)	10 days	do		
	4	Offered	Had worked there before	do	Messenger	3½ months	$3.50	Laid off	3 weeks	do		
	5	Through continuation school	None	Retail dry goods	do	1 day	$4	Work temporary (sale)	1 week	do		
	6	Through sister	do	Manufacturing women's and children's clothing.	Finisher	3 weeks	$3.50	Laid off	3 weeks	do		
	7	Applied	do	Department store	Bundle girl	1 week	$4.50	Work temporary (sale)	2 weeks	do		
	8	do	do	do	Messenger	1 day	$4	do	1 week	do		
	9	do	do	Manufacturing aprons	Presser	2 weeks	$3	Work too hard, pay too small.	2½ weeks	do		
								Still employed				
	9	do	do	Bookbinding	Folder	4½ months	$3.9 $4.1	Still employed				

CASE STUDIES OF CHILDREN CLASSIFIED AS "ACTIVE WORKERS"—CLASS B.

[Children who held on an average one position within each period of from six months to one year of their industrial history.]

Child.	Number of positions.	Positions: How found.	Reason for choice	Industry.	Occupation.	Time employed.	Weekly wage.	Reason for leaving.	Unemployment after—	How time unemployed was spent.	Child's comment.	Later history (December, 1918).
, native born, of Italian parents. Became 14, May 18, 1914, left hool, June 16, 1914, took first regular position, Nov. 2, 1914. *Education:* Completed eighth grade, continuation-school training electrical course, 13 months; other schooling after going to work— ening High School, commercial course, 9 months, and chemistry months.	1	Free employment bureau.	Only job he could get	Manufacturing dental plates.	Errands. (Hours illegal—8½ hours per day and 4½ per week.)	7½ months.	$4; $4.50.	Got better job.	None		Has always intended to be electric wireman; when 16 will get a place in electrical shop. Is studying chemistry now and when 16 will enter Franklin Institute for a 4-year course. Considers jobs so far as only temporary, has no special preference for either.	In United States Navy. Has a rating of electrician.
	2	Through friend	Better position	Law office	Office boy	7 months	$5.	Still employed				
, born in Italy of Italian parents. Became 14, Feb. 12, 1914, left hool, June 16, 1914; took first regular position, Aug. 14, 1914. *Education:* Completed sixth grade, continuation-school training—electrical course (time not reported). *Work before leaving school.* Begging when not over 12 years old, he worked for 2 years before and fter school and on Saturdays about 13 hours per week) as order boy r grocery store at $2 per week.	1	Father's shop	Father was employer	Cobbler shop	Managing shop	2 months	Support	Moved to Boston	1 month	Went with father to find shop.	Wishes ultimately to "put on a theatrical show" but is taking electrical course so that he may have something to fall back upon if his theatrical venture fails.	Not reported.
	2	Father's business	do	Ice, coal, and wood business	Managing shop. (He did not get certificate until 7 weeks after beginning work.)	3 weeks	do					
	3				Salesman and general helper	10½ months	Not reported					
					Manager of branch store. (Hours illegal—over 8 per day, 48 per week, and after 6 p. m.—exact time not reported.)	4 weeks	do	Still employed				
, native born, of Irish father and native mother. Became 14, ay 13, 1914; left school, June 21, 1914; took first regular position, ly 1, 1914. *Education:* Completed sixth grade, continuation-hool training—academic course, 14 months. *Work before leaving hool:* Worked Saturdays the last two months before leaving school helper to a fruit peddler, working 10½ hours for $0.85 each Saturday.	1	Offered to him	Former employer's suggestion.	Fruit and vegetable peddler	Helper. (Certificate required by law but none obtained. Hours illegal—10½ hours and up to 7 p. m. on Saturdays.)	2 months	$4.	Found better position	None		First position gave no chance of advancement. Likes present position very much because of freedom, promotions, and general pleasant surroundings. Can advance to position as salesman or to work in office	In United States Navy
	2	Through brother	Saw chance to get a good permanent job.	Department store	Stock boy	3 months	$3.50					
	3				Bundle sorter	1 year 11 months	$4.50; $5.50	Still employed				
, native born, of native parents. Became 14, Jan. 16, 1914; left hool, Apr. 1, 1914; took first regular position, Apr. 2, 1914. *Education:* Completed seventh grade, continuation-school training—rpentry, 8½ months.	1	Applied	Only job he could get	Carpet manufacturing	Crecior	2½ months	$4.16	Family moved to Boston	2½ months	Helping mow and staying at home.	In first position there was a fair chance to rise, but wages for weavers are not so high as formerly. Present position has good prospects. Boy has learned to cut fish and can get good wages at it. Present employer refuses to raise his wages because of continuation school. Boy will not stay after he is 16, but does not know what job he will try to get. He was able to quote retail and wholesale prices of fish.	Employed as rivet heater in shipbuilding plant at a weekly wage of $29, working 44 hours per week
	2	Through friend	None	Retail fish market	Order boy	1 year 3½ months	$5.	Still employed				
, native born of Italian parents. Became 14, Dec. 29, 1913; left hool, Mar. 12, 1914; took first regular position, Mar. 13, 1914 *Education:* Completed first year high school; continuation-school ining—printing, 9 months, other schooling after going to work— ehanical High School, printing and woodworking 3 months.	1	Through brother	None	Leather business	Tier up. (Certificate required by law but none obtained. Hours illegal—9 per day and 49½ per week.)	6 months	$4.50; $5.	Inspector required him to stop working more than 8 hours per day and he did not want to accept position in cutting room, where he could work legal hours.	5 months	In high school	Preferred first position because it was in the line of business which he wants to follow. Was angry when he had to leave because of the illegal hours. In third position he became dissatisfied with running errands, so asked for change of work and was made apprentice. Does not like printing because he thinks it is bad for his eyes, which are weak, and because not 40 per cent of the men make good. After his job he wishes to enter the shipping department of a leather concern and work up, later going into the business with his father and brother. "I'm that kind of a boy I have to work every minute or I'm sick."	Employed as salesman and chemist (industry not reported) at a weekly wage of $25, working 50 hours per week.
	2	Through father, who owned business	Employer was father	Bakery	General helper[1]	2 months[1]	Support	Got steady work	None			
	3	Answered advertisement	Wanted to be printing work	Printing	Errands	3½ months	$4; $3.50; $4					
					Apprentice to compositor	1½ months	$5; $6; $7	Still employed				
	4	Through industrial school	Because it was Red Cross work	Making hospital suits	Hand and machine sewer	2½ months	$6; $4.50	Workroom closed	None		Thinks chances of advancement in present position are good. Likes sewing and expects to stay in this factory. Surroundings are pleasant. Does nearly all the kinds of work in factory except hemstitching machine work.	Employed at making leather covers (industry not reported) weekly wage, $10.08, working hours, 48 per week.
	5	do	Liked sewing	Underwear and curtain manufacturing	Trimmer on night dresses. (Hours illegal—9 per day and 50 per week.)	5 months	$4.50					
					Power machine operator and presser. (Hours illegal—9 per day and 54 per week.)	¼ months	$5	Still employed				
, native born of Irish parents. Became 14, Dec. 7, 1913, left school, ay 29, 1914; took first regular position, June 9, 1914. *Education:* Completed seventh grade, continuation-school training—stenography, 8 months, regular school work, 9 months.	1	Applied	Relative worked there	Shoe manufacturing	Presser	4 days	$4.				Knows several processes besides her own. No preference among jobs. Would prefer stenography to factory work, but never expected to be in factory. Always my intention to come to this factory to work." Thinks she may in time work up to be foreman.	Employed in office of department store doing chiefly miscellaneous clerical work (including typewriting and bookkeeping) and also managing a telephone switchboard. Weekly wage, $10; working hours, 48 per week
					Label stitching	1 year, 4 month	$4.8	Illness of mother	1½ months	Housework		
	2	Worked there before	Worked there before	do	Stamper	11 months	$4.5					
					French binding	1 week	$4.	Still employed				
, native born of German parents. Became 14, Dec. 13, 1913, left hool, June 21, 1914; took first regular position, Aug. 3, 1914 *Education.* Completed seventh grade, continuation-school training—bookkeeping, 3 months; regular school work, 10 months. *Work before leaving school:* Employed for about 2½ years as nurse maid for a sister-in-law, working 5 hours a day after school and receiving $2 per week	1	Through friend	None	Garter and suspender manufacturing	Putting buttonholes in suspenders	6 months	$3.50; $2.70	Wages too low	None		Knows relation of her occupation to other occupations in the factory where she is employed at present, but does not know opportunities for advancement or how long she will stay at the work. Fairly indifferent to work. "My interest is taking care of children. It has always been my longing."	Employed as stayer in shoe factory at a weekly wage of $10, working 50 hours per week.
	2	Applied	Better works there	Shoe manufacturing	Turner	2 weeks	$4					
					Trimming pumps	1 week	$4					
					Stayer	4 weeks	$3					
					Stripper	1 months	$4; $5.75					
					Stayer	7½ months	$2.50; $5.50	Still employed				
native born of Italian parents. Became 14, Aug. 25, 1914; left school, June 16, 1914, took first regular position, July 4, 1914. *Education:* Completed eighth grade, continuation-school training—ewinking, 4 months, regular course, 1 year.	1	Through father	Offered to her	Physician's office. (Child began this work under 14 years of age, but it was not illegal because this employment was not prohibited during vacation to child under 14; at the beginning of school, when it would have become illegal, she secured a certificate, as she was then 14 years of age. Hours illegal—8 per day, 50 per week, and 7 days per week.)	Office girl	3 months	$4.	Hours too long; got better job.	None		Prefers present position. "The foreladies nice, and there are other girls working here. I'm always happy here. The first place was awful sad and lonely." Expects to stay at this work though she would prefer to be telephone operator. Chance for advance to cream dipping. No chance to advance in first position.	Employed as chocolate dipper in candy factory at a weekly wage of $16, working 54 hours per week.
	2	Through friend	Friend liked job	Candy manufacturing	Floor girl	10 months	$4					
					Almond dipper	7 months	$4.50	Still employed				

[1] Piecework.

At the same time this child managed a Sunday paper route, from which he made $2.20 per week.

[4] Wage reduced because committee ran short of funds.

CASE STUDIES OF CHILDREN CLASSIFIED AS "RESTLESS WORKERS."—CLASS C.

[Children who held on an average one position within each period of from three to six months of their industrial history.]

Child.	Number of positions.	Positions. How found.	Reason for choice.	Industry.	Occupation.	Time employed.	Weekly wage.	Reason for leaving.	Unemployment after—	How time unemployed was spent.	Child's comment.	Later history (December, 1918).
..., native born of native parents. Became 14, Jan. 8, 1914, left school May 2, 1914, took first regular position, Apr. 6, 1914. *Education:* Completed eighth grade, continuation-school training—trade course, 8 months. (Has been chronic truant in continuation school.)	1	Mercantile Reference & Bond Co.	None	Blue printing	Errands	3½ months	$1, $1.50	Became ill and later they wanted a boy of 16.	½ months	Looking for work	Liked first position the best and thought it had the best chance for advancement. He says there are "lots of jobs" to be had after he is 16, but is very vague.	Not reported.
	2	Applied	do	Department store	Messenger	1 week	$4.50	Temporary position	3½ months	Helped at home and looked for work		
	3	do	do	Dyeing	Errands	2 weeks	$4					
					Driver	2 weeks	$5					
					Errands	1 week	$4.50					
..., native born of native parents. Became 14, Oct. 14, 1914, left school, May 24, 1915, took first regular position, May 26, 1915. *Education:* Completed seventh grade, continuation-school training—typewriting, English and bookeeping, 9 months.	4	Through mother	do	Peddling	Helper	1 month	$4	Was sick	6 months	At home		
		Through representative of district	Because opportunity offered.	Brokerage	Floor boy. (Worked 6 hours per day, 34½ per week.)	2 weeks	$3	Had to be out too much	1½ months	Looking for work		
					Read boy. (Worked 6 hours per day, 34½ per week.)	3 months	$3, $4	Found position with better pay and shorter hours.	None		Thinks he would have some chance of advancement if he stayed until he could go onto the big boards where men work, getting $15 or $18, or if he became a reporter, but not many of these positions exist and there are about 35 boys. Once "babied" to have a chance to go as office boy into a broker's office. He had thought he would do this until a friend holding such a position paid that all the better jobs were taken by rich men's sons who wanted to learn the business. Thinks of learning a trade at the Franklin Trade School.	Employed as a clerk by a brokerage firm at a weekly wage of $15, working 44 hours per week.
	2	... do	Better pay and hours	do	Messenger. (Certificate required by law but not obtained. Hours illegal, only 12 per day while law requires minimum of 6 per day if child leaves school to go to work.)	4½ months	$5	Still employed				
..., native born of Irish father and English mother. Became 14, Mar. 9, 1914, left school, Mar. 19, 1914, took first regular position, Mar. 27, 1914. *Education:* Completed fifth grade, continuation-school training—electrical course, time not reported; general improvement course, 2 months; salesmanship, 13 months. *Work before leaving school:* At the age of 12 years he sold papers for 4 months, after which he worked as delivery boy for a retail grocery store on Saturday, 14 hours for 23 months. While still 12 he began his third position as errand boy with another retail grocery store working before and after school and on Saturdays (19 hours per week) for 9 months.	1	Through friend	Only job he could get	Overall manufacturing	Errands. (He did not get certificate until 3 weeks later.)	6½ months	$4	Fought with one of the boys	1 month	Not reported	Likes second position best because he made more money and had a chance to learn. Employer sometimes used part of dinner hour teaching him to put paper in ruling machine. Could have become machine operator in time. When he will try to get better position than present one, but does not know what. Likes salesmanship best of his courses in school.	Not reported.
	2	Applied	First job he found	Paper ruling	do	4½ months	$4.50, $5	Boy over 16 applied for his job.	2 months	do		
	3	Mercantile Reference & Bond Co.	Only job he could get	Tailor	Errands. (He did not get certificate until 3 weeks later.)	3½ months	$4	Laid off—business poor	3 days	Looking for work		
	4	Through friend	do	Shoe repairing	Errands	4½ months	$4.50	Still employed				
..., native born of Russian-Jewish parents. Became 14, July 4, 1914, left school, June 16, 1914, took first regular position, Dec. 1, 1914. *Education:* Completed eighth grade; continuation-school training—salesmanship, 12 months. *Work before leaving school:* Beginning when he was 12 years of age he sold papers after school for 2 years, working 2½ hours a day (on Sunday, 3 hours) and earning $2.75 per week.	1	... do	do	Engraving		4 weeks	$5	Temporary position	3 weeks	Looking for work	Had good chance of advancement in first position, none in second or third. Liked first position best because work was more interesting. Will stay in present position until 16. His ambition is to get into the moving-picture business, starting in office and working up to be manager, but he can not start until he is 16.	Employed as salesman and chauffer for a hardware company at a weekly wage of $20, working 60 hours per week.
	2	... do	do	Men's retail clothing store	do	11 months	$3.50	Firm went out of business	do	do		
	3	Placement bureau	do	Wholesale and retail hardware store	do	½ months	$4, $5	Still employed				
..., native born of English father and Canadian mother. Became 14, May 14, 1914, left school, May 19, 1914, took first regular position, May 20, 1914. *Education:* Completed fifth grade; continuation-school training—salesmanship, 3 months; woodworking, 7 months. *Work before leaving school:* When about 11 years old he worked in a retail grocery store as order boy on Saturdays (8 hours for 3 months) at a weekly wage of $0.50. After this he sold papers for an hour a day after school for 4 months, earning $1.50 per week. For five years, beginning when not quite 11 years old, he has helped deliver milk for a retail milk dealer on Saturday mornings from 3 to 6 a. m., earning $1.50 per Sunday.	1	Applied	None	Linen thread manufacturing	Doffer	1½ weeks	$4.75	No work	1½ months	Looking for work	Liked third position best because he liked the freedom and because it was easy, "but there was no money in it" and no future. Does not care for present work in grocery store. When 16 he hopes to get into car shops to learn a trade.	Employed as laborer (third class) in a United States navy yard at a weekly wage of $26, working 48 hours per week.
	2	Offered to him	do	Wholesale milk dealer	do	12 months	$4.45	do	None			
	3	do	do		Helper on team. (Certificate required by law but none obtained. Hours illegal—7 per day, 57 per week, and from 3 a. m. to 10 a. m.)	3 days	$3 plus one meal	Work too hard	1 year	Looking for work and loafing		
	4	State employment bureau	Wanted a job	Farming	Picking apples	do	Room and board	Wanted to be paid for such hard work	3 weeks	Looking for work		
	5	Offered to him	None	Retail grocery store	Order boy. (Certificate required by law but none obtained. Hours illegal—9 per day, 57 per week, and up to 10 p. m. on Saturdays.)	1 week	$4	Pay too small	None			
	6	do	do	Retail fish market	Order boy. (Certificate required by law but none obtained.)	2 days	$1.20	Had been promised 75 cents a day and yet only 20 cents	do			
	7	Through friend	To keep employed until 16	Retail grocery store	General inside work (Hours illegal—91 per day, 57½ per week, and up to 9 p. m. on Saturdays.)	6½ months	$5.50	Still employed				
..., native born of Irish parent. Became 14, Feb. 14, 1914, left school, Dec. 24, 1914; took first regular position, Feb. 2, 1915. *Education:* Completed sixth grade, continuation-school training—cooking, 10 months.	1	Through aunt	None	Domestic service	do	10 days	$2 plus room and board	Too much work	2 weeks	Looking for work	At time of interview child was just 15 and had secured a position labeling packages in a wholesale tea and coffee establishment at $6 per week. She liked this position better than any other she had had because it was pleasant and easy and paid well. There was, she thought, no chance for advancement, but she was satisfied.	Employed as wrapper for a candy factory at a weekly wage of $10, working 46 hours per week.
	2	Applied	do	Department store	Stringing spangles	3½ months	$2	Did not like piecework	3 weeks	do		
	3	Private employment agency	do	Domestic service	Nurse girl. (Certificate required by law but none obtained.)		$2 plus room and board	Found better position	None			
..., native born of native parents. Became 14, May 21, 1914, left school, May 21, 1914; took first regular position, May 22, 1914. *Education:* Completed 7th grade, continuation-school training—dressmaking, 1 month; regular work, 1 month.	1	Answered advertisement	do	Shoe manufacturing	Stay cementer	1½ months	$4, $4.50	Still employed				
	2	do	do	Bustoning shoes	Bustoning shoes	6 days	$4	Work was tedious	7 months	At home on home permit		
	3	Not reported	Only job she could get	Domestic service	Nurse girl. (Certificate required by law but none obtained.)	3 weeks	Not reported	Temporary position	3 months	do	Likes position as floor girl best as she can move around. Never wants to be put on piecework again—does not like machines. Will stick by this shoe factory. "They have a dance hall, library, lunch room, bowling alley for the men, and they keep everything so clean and do the most things for you."	Not reported.
	4	do	do	do	do	do	do	do	2½ months	do		
	5	Through friend	do	do	Nurse girl	1½ months	$3.50	Tired of work	11 days	Resting		
	6	Through sister	To be with sister	Sweater manufacturing	Knitting-machine operator	1½ months	$4.10	"Got run down"—too much work.	1 week	Looking for work		
..., native born of English father and native mother. Became 14, Jan. 4, 1914, left school, May 15, 1914, took first regular position, May 18, 1914. *Education:* Completed sixth grade; continuation-school training—dressmaking, 12 months.	1	Answered advertisement	Only job she could get	Shoe manufacturing	Errand and floor girl	2 months	$4	Still employed			Likes present work best because she can earn more and likes the people and the place. Now has lowest position in factory and her earnings depend largely upon the printer for whom she works. After she is 16 she will be put on filling, at $7 or $8 a week. After that she may be made printer and earn $9 to $12 a week. Will stay on in the hope of promotion.	Do.
	2	Applied	None	Carpet manufacturing	Buttoning shoes	1½ months	$4, $4.07	Pay too small	2½ months	Looking for work		
	3	Applied	do	Shoe manufacturing	Color setter	5 months	$3.70, $5	Work too dirty	1 month	do		
	4	do	do	do	Filling in buckles	11 months	$4	Laid off	62 months	do		
	5	Through aunt	do	do	Blackening	1 month	$5, $4.50	Pay too small	None			
	6	Through employer, who was a friend	Employer was a friend	Carpet manufacturing	Presser	1½ months	$4, $2.04	do	1½ months	Looking for work		
	7			Dressmaking	Color setter	4 weeks	$4.50	Still employed				
					Plain sewing. (Worked only part time. Certificate required by law, but none obtained.)	2 weeks	Not reported	To take a steady job	None			
..., native born of Scotch father and Irish mother. Became 14, Jan. 1, 1914, left school, Feb. 1, 1914, took first regular position, Feb. 2, 1914. *Education:* Completed eighth grade continuation-school training, bookkeeping and English (time not reported).	1	Through brother, who worked there	Hoped to get office work	Shoe manufacturing	Presser	5 days	$4	Work made her ill	do		Disliked second position because work made her ill and she has prejudice against "factory work." In present position she can become either a bookkeeper or a waist finisher. Does not know which she prefers. Likes dressmaking and expects to continue in that line.	Married and not employed. Last position held, employed as waist finisher in a dressmaking establishment at a weekly wage of $9, working 48 hours per week.
	2	Through employer, who was a friend	To fill in while looking for work.	Dressmaking	Plain sewing. (Worked only part time. Certificate required by law, but none obtained.)	2 weeks	Not reported	To take a steady job	do			

[1] Piecework.

CASE STUDIES.

CASE STUDIES OF CHILDREN CLASSIFIED AS "STEADY WORKERS"—CLASS A.

[Children who held only one position within each period of a year or more of their industrial history.]

Child.	Positions.										Child's comment.	Later history (December, 1918).
	Number of position.[1]	How found.	Reason for choice.	Industry.	Occupation.	Time employed.	Weekly wage.[2]	Reason for leaving.	Unemployment after—	How time unemployed was spent.		
Boy, native born of Italian parents. Became 14, Oct. 11, 1913; left school, Mar. 16, 1915; took first regular position, Mar. 16, 1915. *Education:* Completed sixth grade; continuation-school training—woodworking, 8 months. *Work before leaving school:* Sold papers before and after school (about 24 hours per week) for 6 months, earning $3 weekly.	1	Applied	None	Hosiery manufacturing	Turner	1 year ½ month	$1, $8[3]	Still employed			Likes position because "he earns so much," but when he is 16 intends to learn his trade as custom tailor. "Good trade paying good living." For 2 years was taught by a tailor 2 hours a day and has learned enough to get into a shop.	Employed in shoe factory as tee laster at a weekly wage of $20, working 50 hours per week.
Boy, native born of Irish parents. Became 14, May 2, 1914; left school, May 9, 1914; took first regular position, May 10, 1914. *Education:* Completed fifth grade; continuation-school training—woodworking, 1 year 4 months. *Work before leaving school:* Began work during summer vacation at 10 years of age. First position, which he held during two summer vacations, was delivering coal for a coal company five afternoons per week (about 6½ hours) for which he received an average weekly wage of $2. Second position, also held during two summer vacations, was with a grocery store, delivering orders on Saturday only (about 10½ hours) for which he received $1 per week.	1	Employer offered	do	Grocery and butcher shop	Order boy. (He did not get certificate until 4 weeks after beginning work. Hours illegal—after 6 p. m. Saturdays—until "inspector made him stop.")	1 year 8 months	$5	do			Likes position "because the boss is good—he treats you right." Employer lets him cut meat sometimes, to teach him trade and takes him to market to teach him prices. Wants to stay until he is old enough to drive a team; when he is 21 he wants to enter fire department and later get on police force.	Not reported.
Boy, native born of native father and Irish mother. Became 14, Dec. 18, 1913; left school, Mar. 30, 1914; took first regular position, Mar. 31, 1914. *Education:* Completed seventh grade; continuation-school training—electrical course, 2 weeks; carpentry course, 11 months.	1	Through friend	Wanted to leave school, so took anything	Florist	Errands. (Hours illegal—30½ per week and 7 days per week.)	1 year ½ months	$3.50, $4	do			"There is a future in florist's job if you like it;" could become salesman, but too many people in trade to make it pay. Prefers to become fireman; likes horses, climbing, etc. "Firemen have easy job—one day off in five." Taken carpentry to have something to do in leisure time, because "most firemen are able to make things."	Do.
Boy, native born of Irish parents. Became 14, Oct. 22, 1913; left school, June 16, 1914; took first regular position, June 18, 1914. *Education:* Completed eighth grade; continuation-school training—entrance class, 3 months; salesmanship, 3 months. *Work before leaving school:* Worked for 2 months as deliverer boy for fruit and vegetable peddler during the summer before he became 13, weekly wage $4, hours 48 per week.	1	Had already worked there while going to school.	Liked work	Fruit and vegetable peddling	Helper and delivery boy. (He did not get certificate until 8½ months after beginning work.)	1 year 6½ months	$7, $7.50, $8.50, $9	do			He thinks he can not make enough at the peddling business to stay in it after he is 18 or 19, unless he could become a partner. He likes outside work—would like to be a policeman. Might like to be a teamster.	Private in United States Army (in France).
Boy, native born of Irish parents. Became 14, Oct. 1, 1914; left school, June 16, 1914, took first regular position, July 13, 1914. *Education:* Completed eighth grade; continuation-school training—printing, 13 months.	1	Through brother who worked there	Liked work from what brother did.	Newspaper	Office boy. (He went to work under legal minimum age—2½ months before he became 14. Got certificate as soon as he became 14.)	3 months	$5				"No better chance for a boy than with a newspaper." There is not much for him in the editorial department unless he stays long enough to be a reporter and, even then, a position is uncertain. But he gets to know the "bosses" in the different departments and has a much better chance than an outsider. "The trouble with most boys is that they won't start an apprentice when they can get a little better money in some less skilled occupation right away, even though they would be able to make much more later on." He knows that he will soon get a chance to learn a trade in this place and he is going to take it. But he is keeping still about it as he will "be backing the law" to start it at 16 before he is 18. He liked assistant's job better than office boy—better pay and also out in the air and more constant work. "I get tired doing nothing."	Police reporter for newspaper at a weekly wage of $25, working 40 hours per week.
	2				Assistant press boy	1½ months	$7[4]					
					Office boy	2 days	Not reported	Still employed				
Boy, native born of Russian-Jewish parents. Became 14, Oct. 22, 1914; left school, Oct. 22, 1914, took first regular position, Nov. 23, 1914. *Education:* Completed eighth grade; continuation-school training—bookkeeping, 14 months.	1	Offered to her	Father was employer	Custom tailor	Office work. (Hours illegal—only 5 per day, whereas law requires minimum of 6 hours per day if child leaves school to go to work.)	1 year 3 months	Support	To earn wages	1 day	Had just left employment on date of interview.	Undecided as to future but likes bookkeeping and office work. "Is about to go to work in a hosiery mill as a topper, does not know what chances are there. Does not care to learn tailoring, her father's trade.	Employed at the occupation of inspecting and stoppering (industry not reported) at the weekly wage of $15, working 50 hours per week.
Girl, born in Italy of Italian parents. Became 14, Oct. 13, 1914; left school, Nov. 12, 1914, took first regular position, Nov. 18, 1914. *Education:* Completed seventh grade; continuation-school training—sewing, 14 months.	1	Through brother	None	Shoe manufacturing	Sewing covers	1 year 4 months	$4; $1.50	Mother ill, child had home permit.	2 weeks	Helped at home	Liked her job but will not return if she can get something that will pay more. Work was unskilled and led to nothing. She has no choice of work and does not expect to go to evening school.	Employed at machinery work in a department store at a weekly wage of $9, working 50 hours per week.
Girl, born in Italy of Italian parents. Became 14, May 4, 1914; left school, Apr. 1, 1914; took first regular position, Sept. 15, 1914. *Education:* Completed sixth grade; continuation-school training—regular course and textiles (store practice), 13 months.	1	Answered advertisement	Mother wanted her to learn millinery.	Department store	Millinery apprentice	do	$1.50, $1	Still employed			Loves her trade and has always wanted to learn it. She had always meant to go to trade school to learn it until she discovered she could get apprenticeship work in a department store. In a few years she will become a maker and then advance to trimming.	Employed as carter maker in a hose supporter manufacturing establishment at a weekly wage of $9.50, working 48 hours per week.
Girl, native born, of Irish parents. Became 14, Feb. 1, 1914, left school, June 16, 1914; took first regular position, June 29, 1914. *Education:* Completed eighth grade, continuation-school training—typewriting and English, 10 months.	1	Through girl friend's application.	None. Was willing to take anything.	Bookbinding	Gatherer	1 day	$5				Prefers moving to the other processes, because "you have more kinds of stuff to work with—it's more interesting." Girls are chosen from gathering process to binding—she thinks to teach them the trade. Would like to be a bookkeeper and plans to take bookkeeping and typewriting in night school when she is 18. There are three bookkeepers in her present place of work, one of whom went to her position from the binders.	Employed as carter maker in a hose supporter manufacturing establishment at a weekly wage of $9.50, working 48 hours per week.
					Indexer	2 months	$5					
					Folder and cutter-off	10 months	$5, $6					
					Binder and indexer	6 months	$6	Still employed				
Girl, native born, of Finnish father and Swedish mother. Became 14, Jan. 26, 1914, left school, Feb. 15, 1914; took first regular position, Sept. 14, 1914. *Education:* Completed eighth grade, continuation-school training—regular course and textiles, 13 months.	1	A girl friend worked there	Mother thought shoe factory would be unhealthy.	Department store	Errand girl	11½ months	$4; $5				Could be sales girl when she becomes 18, but after a year as bundle girl she can get office work, sorting checks. Would rather be office girl than sales girl. Will go to night school in the fall and take stenography.	Employed by same firm at clerical work in mail-order department; weekly wage, $10, working hours, 48 per week.
					Bundle girl	2 weeks	$5	Still employed				

[1] Refers only to positions which child held after leaving school.

[2] Figures show increase or decrease in wage wherever reported.

[3] Piecework.

[4] While in this position was allowed to carry copy of another paper to telegraph office, making $2.50 per week extra.

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